OISE/UT LIBRARY
3 0005 03198342 5

Ontario

Ministry of Education

LIBRARY
DEC 17 2003
OISE/UT

The Ontario Curriculum
Exemplars
Grade 11

English

Compulsory Courses

Samples of Student Work: A Resource for Teachers

OHEC
428.0097
13
059
Gr.11
Compuls.
c.2

2003

i077944924
OHEC c.2

Contents

LIBRARY
DEC 17 2003
OISE/UT

Introduction 3
Purpose of This Document 4
Features of This Document 4
The Tasks 5
The Rubrics 5
Use of the Student Samples 6
Teachers and Administrators 6
Parents 6
Students 6

English, University Preparation (ENG3U) 7
The Speech Writer 9
The Task 9
Expectations Addressed in the Exemplar Task 9
Task Rubric 10
Student Samples 12
Teacher Package 65

English, College Preparation (ENG3C) 73
A Proposal for a School-Based Initiative 75
The Task 75
Expectations Addressed in the Exemplar Task 75
Task Rubric 76
Student Samples 78
Teacher Package 111

English, Workplace Preparation (ENG3E) 119
A Complaint Report 121
The Task 121
Expectations Addressed in the Exemplar Task 121
Task Rubric 122
Student Samples 124
Teacher Package 153

This publication is available on the Ministry of Education's website at http://www.edu.gov.on.ca.

Digitized by the Internet Archive
in 2026 with funding from
University of Toronto

https://archive.org/details/ontariocurriculu00onta_12

Introduction

In 1999–2000, the Ministry of Education published a new curriculum for Ontario secondary school students. The new curriculum is more specific than previous curricula with respect to both the knowledge and the skills that students are expected to develop and demonstrate in each grade. In the curriculum policy document for each discipline, teachers are provided with the curriculum expectations for each course within the discipline and an achievement chart that describes four levels of student achievement to be used in assessing and evaluating student work.

The document entitled *The Ontario Curriculum, Grades 9–12: Program Planning and Assessment, 2000* states that "assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline" (p. 13). The document also states that the ministry is providing a variety of materials to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. The present document is one of the resources intended to provide assistance to teachers in their assessment of student achievement. It presents samples ("exemplars") of student work that was done in response to specific tasks in the three compulsory Grade 11 English courses. The samples represent work at each of the four levels of achievement.

Teams of subject specialists from across the province developed the assessment materials for the Grade 11 exemplar project. They designed the tasks and scoring scales ("rubrics") on the basis of selected Ontario curriculum expectations, and developed the teacher instructions. They field-tested the tasks in classrooms across the province in November 2001. They then revised the tasks, rubrics, and instructions, using information gathered from the field-tests as well as suggestions for improvement from subject validation sessions. The final administration of the tasks took place in May 2002. A team of teachers for each subject subsequently scored the student work, and chose samples of work that exemplified three degrees of achievement within each of the four levels of achievement.

The selection of student samples that appears in this document reflects the professional judgement of teachers who participated in the exemplar project. No students, teachers, or schools have been identified.

The tasks, rubrics, and teacher's notes and comments developed for this exemplar document can serve as a model for boards, schools, and teachers in designing assessment tasks within the context of regular classroom work, developing rubrics, assessing the achievement of their own students, and planning for the improvement of students' learning.

The samples in this document will provide parents[1] with examples of student work to help them monitor their children's progress. They also can provide a basis for discussions regarding student achievement and progress between teachers and parents and between teachers and students.

It should be noted that staff members of the Ministry of Education, with the assistance of teachers across the province, have endeavoured to ensure that the samples of student work in this document are original pieces and are not plagiarized from any source. However, the ministry and its staff assume no liability should any piece of work in this document be shown not to be original either in whole or in part.

Purpose of This Document

This document was developed to:

- show the characteristics of student work at each of the four levels of achievement for Grade 11;
- promote greater consistency in the assessment of student work across the province;
- provide an approach to improving student learning by demonstrating the use of clear criteria applied to student work in response to a clearly defined assessment task;
- show the connections between what students are expected to learn (the curriculum expectations) and how their work can be assessed using the levels of achievement described in the curriculum policy document for the subject.

The samples in this document represent examples of student achievement obtained using only one method of assessment, called performance assessment. Teachers will also make use of a variety of other assessment strategies – such as tests, portfolios, and conferences – in evaluating student achievement in a course over a term or school year.

Features of This Document

This document contains the following, for each of the three Grade 11 compulsory English courses:

- a description of the performance task and of the final product that was handed in to the teacher for submission to the ministry
- the curriculum expectations related to the task
- the task-specific assessment chart, or rubric
- three samples of student work for each of the four levels of achievement (e.g., for level 3, samples illustrating a "low" level-3, a "solid" level-3, and a "high" level-3 performance)
- Teacher's Notes for each sample, which indicate why the sample is assessed at a particular level for each criterion outlined in the four categories of knowledge and skills (i.e., Knowledge/Understanding, Thinking/Inquiry, Communication, and Application)
- Comments, which provide overall statements about the student's work

1. In this document, *parent(s)* refers to parent(s) and guardian(s).

- Next Steps, which offer suggestions for improving performance
- the Teacher Package that was used by teachers in administering the task

This document does not include any student samples that were assessed using the rubric and judged to be below level 1. However, a list of characteristics of student work assessed at "below level 1" is provided, and precedes the student samples. The characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric. Teachers are expected to work with students whose achievement is below level 1, as well as with their parents, to help the students improve their performance.

The Tasks

The performance tasks for English were based directly on curriculum expectations selected from the three compulsory Grade 11 courses outlined in the curriculum policy document for English – that is, the University Preparation course, the College Preparation course, and the Workplace Preparation course. The tasks encompassed the four categories of knowledge and skills (i.e., Knowledge/ Understanding, Thinking/Inquiry, Communication, and Application), requiring students to integrate their knowledge and skills in meaningful learning experiences. The tasks also gave students an opportunity to demonstrate how well they could apply the knowledge and skills they had acquired in the course in a new context.

The Rubrics

In this document, the term *rubric* refers to a scoring scale used to assess student work that is done in response to a specific task. Task rubrics are developed in relation to the achievement chart in the curriculum policy document.

The task rubrics consist of a set of achievement criteria related to the four categories of knowledge and skills, as well as descriptions of the levels of achievement for each of the criteria. The rubrics contain the following components:

- an identification (by number) of the expectations on which student achievement in the task was assessed
- the four categories of knowledge and skills
- the relevant criteria for evaluating performance of the task
- descriptions of student performance at the four levels of achievement (level 3 on the achievement chart in the curriculum policy document is considered to be the provincial standard)

The teachers who administered the tasks for this exemplar project were required to explain the scoring criteria and descriptions of the levels of achievement (i.e., the information in the task rubric) to the students before they began the task.

Use of the Student Samples

Teachers and Administrators

The samples of student work included in this document will assist teachers and administrators by:

- providing student samples and criteria for assessment that will assist them in helping students improve their achievement;
- providing a basis for conversations among teachers, parents, and students about the criteria used for assessment and evaluation of student achievement;
- facilitating discussions regarding the curriculum expectations, levels of achievement for the course, and the criteria and standards for high-quality performance;
- promoting fair and consistent assessment within subjects and courses.

Teachers may choose to:

- use the task, rubric, and teaching/learning activities in this document with their classes;
- use the samples of student work at each level as reference points when assessing student work;
- use the task and rubric provided as models for other tasks and rubrics, to be developed independently or in collaboration with colleagues in the same school and/or in other schools.

Administrators may choose to:

- encourage and facilitate teacher collaboration regarding standards and assessment;
- provide training to ensure that teachers understand the role of the exemplars in assessment, evaluation, and reporting;
- establish an external reference point for schools in planning student programs and for school improvement.

Parents

Parents may wish to use the samples of student work as a source of information to help their children monitor their achievement and improve their performance. They may also use the exemplars as a basis for discussing their children's progress with their teachers.

Students

Students can use the document to:

- develop their understanding of the relationship between curriculum expectations and specific tasks;
- learn how a rubric can be used to improve their performance on a task;
- develop the ability to discuss their achievement with their teachers and parents more effectively, and to ask more focused questions about their progress;
- learn how to better assess their own performance and identify the steps needed to improve their performance.

English
University Preparation
(ENG3U)

The Speech Writer

The Task

Students were presented with the following scenario:

> You are a speechwriter who has been hired to write a speech defending a position on a significant, current social issue. You will identify the title of the person who has hired you to write the speech (e.g., local politician, activist, school president, scientist, artist, sports figure). You will also identify the intended audience, its specific interest in the issue, and the venue in which the speech will be delivered (e.g., conference, symposium, lecture). Using the conventions of effective speech making as a guide, you will research and critique the social issue you have selected, identify and defend a perspective on the issue, explore the consequences of your position, and make predictions for a successful resolution to the issue.

Final Product

Each student was to submit:

- a cover page outlining the context for the speech (i.e., title of speaker, audience, venue);
- a script for a speech of 600 to 800 words on a significant social issue, accompanied by speaker notes to assist delivery (e.g., notes about voice, body language, timing);
- a bibliography.

Note: The bibliography was not assessed as part of the exemplar task.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from three strands: Literature Studies and Reading, Writing, and Language.

Students will:

1. analyse and interpret information, ideas, themes, and arguments in print and electronic texts;
2. organize and analyse information, ideas, and sources to suit specific forms and purposes for writing;
3. evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience;
4. select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing;
5. use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries;
6. use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 65–72 of this document.

Task Rubric – The Speech Writer

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
	The student:				
1	– demonstrates understanding of the facts surrounding the chosen issue (e.g., includes relevant and sufficient information; provides accurate explanations)	– demonstrates limited understanding of the facts surrounding the chosen issue	– demonstrates some understanding of the facts surrounding the chosen issue	– demonstrates considerable understanding of the facts surrounding the chosen issue	– demonstrates a high degree of understanding of the facts surrounding the chosen issue
Thinking/Inquiry					
	The student:				
2, 3	– supports the perspective taken on the selected issue using ideas that are relevant to the purpose and audience	– supports the perspective taken using ideas of limited relevance to the purpose and audience	– supports the perspective taken using ideas of some relevance to the purpose and audience	– supports the perspective taken using ideas of considerable relevance to the purpose and audience	– supports the perspective taken using ideas that are highly relevant to the purpose and audience
Communication					
	The student:				
2	– organizes information and ideas appropriately for a speech (e.g., uses an engaging introduction; includes provocative questions)	– organizes information and ideas with limited appropriateness	– organizes information and ideas with some appropriateness	– organizes information and ideas with considerable appropriateness	– organizes information and ideas with a high degree of appropriateness
4	– uses language and a voice that are appropriate to the speaker, the purpose, and the audience	– uses language and a voice that are of limited appropriateness	– uses language and a voice that are somewhat appropriate	– uses language and a voice that are appropriate to a considerable degree	– uses language and a voice that are highly appropriate

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
	The student:				
6	– uses oral presentation techniques (e.g., rhetorical devices, correct grammar) effectively	– uses oral presentation techniques with limited effectiveness	– uses oral presentation techniques with some effectiveness	– uses oral presentation techniques with considerable effectiveness	– uses oral presentation techniques with a high degree of effectiveness
6	– effectively builds in speaker notes to highlight key points	– builds in speaker notes with limited effectiveness	– builds in speaker notes with some effectiveness	– builds in speaker notes with considerable effectiveness	– builds in speaker notes with a high degree of effectiveness
5	– predicts a realistic and effective resolution to the chosen issue	– predicts a minimally realistic and effective resolution	– predicts a somewhat realistic and effective resolution	– predicts a resolution that is realistic and effective to a considerable degree	– predicts a realistic and highly effective resolution

*The expectations that correspond to the numbers given in this chart are listed on page 9.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

The Speech Writer BELOW LEVEL 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at "below level 1". (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at "below level 1". Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- demonstrates little or no real understanding of the facts surrounding the issue;
- provides information that is inaccurate;
- provides information that is accurate but irrelevant to the chosen issue;
- provides insufficient detail to identify and explain the chosen issue.

Thinking/Inquiry

The student:

- states the issue but does not establish a clear perspective;
- fails to defend the perspective;
- defends the perspective with only personal opinions and no supporting evidence;
- defends the perspective with ideas that are trivial or irrelevant to the purpose of the speech and/or the audience.

Communication

The student:

- does not organize information and ideas in a manner appropriate for a speech;
- writes in a narrative format and makes no effort to engage an audience;
- fails to adopt a voice that is appropriate for the specified speaker and/or has not selected an appropriate speaker to discuss the issue;
- fails to adopt a voice that is appropriate for the specified audience and/or has not selected an appropriate audience for the speech;
- fails to adopt an appropriate tone for the speaker and/or audience (e.g., the tone may be too informal; the audience may already know the facts surrounding the issue and are not presented with new ideas or a new perspective);
- uses language that is too informal or that conveys lack of respect for the subject or the audience.

Application

The student:

- uses few oral presentation techniques and does so ineffectively;
- fails to apply rhetorical devices to enhance the speech;
- makes grammatical errors that detract from the effectiveness of the speech;
- uses speaker notes that do not effectively highlight the key points; they may be randomly inserted, or illogical;
- includes speaker notes that do not provide enough direction for an effective delivery of the speech;
- predicts a resolution that is unrealistic;
- predicts a resolution that would be ineffective (i.e., would not resolve the issue in any meaningful way);
- bases his or her prediction on erroneous assumptions;
- does not predict a resolution to the issue.

Comments

The student does not understand the requirements of the task. The lack of an appropriately defined speaker and audience prevents the student from developing a clear perspective on the chosen issue.

Next Steps

In order to improve his or her performance, the student needs to:

- review the requirements of the task and the criteria listed in the task rubric;
- read and/or listen to effective speeches;
- develop a clear context for his or her own speech and review the conventions of effective speech making;
- review guidelines for correct use of language conventions and edit and proofread work carefully for coherence, logical flow of ideas, and correct grammar and spelling.

The Speech Writer LOW LEVEL 1

A

Stereotyping in teens
Motivational speaker

Intended audience: high school students
Background information: they are all teens, and have experienced stereotyping in one way or another
Context: high-school assembly or individual class rooms

B

[loud] Society seems to stereotype youth into being drug using, loud music playing, crime committing, reckless, irresponsible, obnoxious, ignorant, out of control people. These are all distorted images placed on teens by the media or based on the low population of teens that are this way. Society seems to look at us teens whenever a robbery, vandalizing, car theft or any other crime is committed. So who's causing all this violence? [pause] Kids and guns always seems to be the statement. Yet when I was surfing the Internet, I found people seem to dismiss that adults commit six out of seven murders. So who's dying from drugs, AIDS, and suicides? [pause] The media proclaims its teenagers of course, even though health documents show that adults are at higher risk of dying from these hazards than adolescents. [pause]

[loud] Also if we live in a certain town or area of a town, with a bad reputation, teens are at higher risk of being catalogued into a group of law breakers. [angry] This is completely prejudiced towards youths. At fair.org, I found the following information, related to '"teen" violence:

"Given the emphasis on "teen" violence, a California Department of Justice report (8/13/93) comes as a shock: It found that 83 percent of murdered children, half of murdered teenagers and 85 percent of murdered adults are slain by adults over age 20, not by "kids"—or, in President Clinton's stock phrase (AP, 11/14/93), "13-year-olds...with automatic weapons." In fact, FBI reports show 47-year-olds (people Clinton's age) are twice as likely to commit murder than are 13-year-olds." [pause]

So why all the stereotyping in youths? Well part of it could be that there are a small percentage of teens that have problems that need to be dealt with. These problems, of crime committing, drug abuse, and others are the only stories that reach the media. You never seem to hear many headlines that read, "Youth help in town clean up." Or "Teens help

C

beautify town." It always seems to be, "Teens vandalize historic building." Or "Drug bust: local youths under suspicion."

Another reason could be that "teenage" behaviour isn't separated from "adult" behaviour. Subjects like "Drug-abuse, "youth violence" and "teenage robberies" are all related back to family, race, gender and era. Teenagers mimic their role models behaviour pattern. If the father or mother was a major role model in a child's life, and they were drug pushers or alcoholics, the chance is the child will be also.

So how can you stop stereotyping in youths. [loud and enthusiastic] Speak your mind! Tell people, and show people who you are. Don't sit around, do something to help someone, or your community. Society, and media needs to start looking at the majority of teenagers and realize we are not all law breaking, drug abusing, ignorant people. We go to school for a reason; so use that knowledge you get at school each day and choose to be healthy and speak about issues you feel strongly about. [pause] Socialize with different age groups, [pause] this will allow adults, and different people to see you in a good light. Break the bad habits that the low percentage of youth carries.

Show the world that you aren't a stereotype. And remember that the majority of youths are helpful, polite, and intelligent. Refuse to be a stereotype.

D

Bibliography

1) www.alcdd-drug-abuse.com
2) www.nationaltcc.org/teens/411.htm
3) www.fair.org/extra

LOW LEVEL 1

Teacher's Notes

Knowledge/Understanding

- The student demonstrates very limited understanding of the facts surrounding the chosen issue. The student understands that teenagers can be stereotyped because of the behaviour of a few (e.g., "These are all distorted images placed on teens ... based on the low population of teens that are this way") and that the media tend to publish stories about teenagers only when they are in trouble. However, the student provides virtually no specific information to flesh out the assertions that teenagers are stereotyped, offering only generalizations and personal impressions (e.g., "Society seems to stereotype youth ...").

Thinking/Inquiry

- The student supports the perspective taken using ideas of very limited relevance to the purpose and audience. The student's premise that teenagers are stereotyped is stated but not substantiated (e.g., "The media proclaims its teenagers of course ..."). Rather than documenting the stereotyping of teens, the student focuses on shifting the blame for criminal and irresponsible behaviours to adults. The argument that adults are responsible for behaviours unfairly attributed to youth is substantiated by a quotation that (1) cites statistics taken out of context and (2) is from a dated report that would have limited relevance for an audience of Canadian students (i.e., a 1993 report from the California Department of Justice). The student's explanations of why teens are stereotyped are weak because the ideas are not expressed clearly or fully (e.g., paragraph 5).

Communication

- The student organizes information and ideas with limited appropriateness. The student attempts to provide an engaging introductory paragraph, with a strongly worded introductory statement and questions that are meant to be thought-provoking, but the lack of logical connection between ideas detracts from the paragraph's effectiveness. Although the student tries to organize the speech into an introduction, body, and conclusion, there is limited organization and development of ideas both within paragraphs (e.g., paragraphs 1, 2, and 5) and between paragraphs (e.g., paragraphs 1 and 2).
- The student uses language and a voice that are of limited appropriateness to the speaker and the audience. The speaker is identified as a "Motivational speaker", but the student addresses the audience as a group of peers (e.g., "Society seems to look at *us teens* ...") and adopts a motivational tone only in the last two paragraphs.

Application

- The student uses oral presentation techniques with limited effectiveness. Although the student uses questions (e.g., "So who's causing all this violence?"), the answers are confusing and do not strengthen the student's argument (e.g., "Kids and guns always seems to be the statement"). The student also uses repetition (e.g., the phrase "So who's ...?" opens the two questions in the introductory paragraph) and short, emphatic statements ("Speak your mind!"). Awkward constructions tend to detract from the effectiveness of the presentation (e.g., "stereotyping in youths"; "Break the bad habits that the low percentage of youth carries").
- The student builds in speaker notes with limited effectiveness. The student provides the speaker with a few directions regarding pacing and tone (e.g., "pause", "loud", "angry"), but these directions do little to enhance the overall delivery of the speech.
- The student predicts a minimally realistic and effective resolution to the issue. The student suggests that by doing something "to help someone, or your community" and by socializing with different age groups, teenagers might help to eliminate stereotyping. However, it is not clear how choosing to be healthy and speaking about "issues you feel strongly about" would contribute to resolving the problem.

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Communication and Application categories of knowledge and skills. However, in the Knowledge/Understanding and Thinking/Inquiry categories, the student demonstrates a very limited degree of achievement.

The result is a speech that is only minimally effective, in part because it is based on an opinion that is not substantiated and because it presents arguments designed to shift blame rather than disprove the perceived stereotype.

Next Steps

In order to improve his or her performance, the student needs to:

- clearly describe the nature of stereotyping as it relates to teenagers and provide evidence to support the claim that it is widespread;
- defend the perspective taken with relevant and up-to-date information;
- organize information and ideas to develop a logical and coherent speech;
- develop and sustain a voice appropriate to the identified speaker;
- pay closer attention to the effective use of rhetorical devices and speaker notes;
- edit to improve clarity of expression and logical flow of ideas and to eliminate awkward constructions;
- proofread to correct occasional errors in spelling and punctuation.

The Speech Writer LEVEL 1

A

No More Animal Testing.

Title of Speaker: Speaker for an organization called "In Defense of Animals and Beauty Without Cruelty.
Audience: Scientist who work on Animal Testing
Background Info: Their intrest is to hear what I have to say, many of them are very curious. They know that I'm there to stop them and that they are the ones to blame for death of animals.
Context: In a conference room at the lab.

B

No More Animal Testing- The Speech Writer.

Hello Ladies and Gentleman. I'm here today to talk to you about Animal Testing. I have one question to ask you.

(look up and hold one finger up.)

(ask as question / speak louder when saying innocent)

"Why do people kill the innocent animals of the earth?" Many people are probably wondering what this question means. Well stop wondering cause I'm going tell you! While you're sitting quietly in your comfy chair with your animal at your side, you the scientists are testing the very animals that you see everyday.

(louder speaking for you)

Now I know I said "killing the innocent animals," but the scientist might as well kill them. Many people would agree with me, when I say that I would rather die, then be tortured. Don't you agree?

(Sadly say in a question)

C

say 300 louder.

Did you know, that it is estimated that up to 300 animals a year were used in testing for your cosmetics in Britian? Also recent figures show that France uses say very louder 20,000 animals a year for animal testing for your cosmetics. I don't even want to think about how many animals **we** use in a year.

point to your head

I want you to think very hard and serious about this," Do we honestly have point a finger up to destroy that many innocent animals so people can change their look?" Come hand gestures throughout the quotations on people I think a life no matter who's or what life it is, it is way more important then cosmetics.

It is very thrilling to hear that some countries say there firms will no

D

longer test their finished cosmetics say depressively on animals, although, they still represent animal testing on individual components. Most firms have withdrawled their say depressively testing for cosmetics, but, continue to also take test on them for medical and safety a little pause research.

hold up two fingers

Their are two restrictions that "The Corporate Standard," calls upon cosmetic hold up companies. The first one is the company 1 finger. say them demandingly itself shouldn't conduct animal testing hold up on any of their products. The second 2 fingers restriction is that the company shouldn't purchase any ingredient, formula's, or products from suppliers who did use animals.

hold hands to heart

It really does break my heart when

LEVEL 1

E

when I research about animal testing and I see the pictures that people put on there. honestly, how could a human being be able to stretch out a monkey, and experiment on it while it's starring you right in the eye. Or test on innocent baby rabbits. It is definatly not humane. I just really don't understand how selfish some people can get when destroying an animal's life. I don't think god intended people to kill the beautiful creatures of the earth, and to experiment on them so people could live happier.

say very confused.

Loud speaking

Do you know what really bothers me and lots of other people, is the fact that we cant say how much anger we have boiling inside, over this certain topic. One day

use hand gestures.

hold up one finger

F

if none of this changes many people are just going to blow up, and it is very important that you see that. Now I understand fully about scientist who use animal testing to try and find a cure for AIDS, cancer, and other harmful diseases, that they need to test on the animals before humans, but cosmetics I find that completely ridiculous.

point to the audience.

hold up fingers as you go on.

open up your hands

Well I don't think I can stress much more about this serious topic. In conclusion, I hope that your industry or just yourself will think about what I just said and help with all the defence programs for animal testing. I thank you very much for listening to me today. Have an excellent day.

smile. and walk away

G

Bibliography

Author not available, A compromise on animal testing? (rules for cosmetics manufacturers). Vol. 159, Drug & Cosmetic Industry, 15-01-1996, pp 16(1)

Author not available, Cosmetic animal testing to stop in UK. Vol. 33, Medical Post, 15-16-1997, pp. 64

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the facts surrounding the chosen issue. Although the student provides some general information about animal testing, specific facts are few and are of questionable accuracy (e.g., "up to 300 animals a year were used in testing for your cosmetics in Britain ... France uses 20,000 animals a year ..."). Explanations tend to be limited and are sometimes confused (e.g., the discussion about current changes in corporate practices and about the "Corporate Standard", on page D).

Thinking/Inquiry

- The student supports the perspective taken using ideas of limited relevance. The student's arguments are based on opinion and emotion rather than on relevant facts and reasoning (e.g., "Come on people I think a life no matter who's or what life it is, it is way more important then cosmetics"), limiting their interest for an audience of "scientists who work on Animal Testing". The student attempts to support his or her position by making a distinction between the use of animals for testing in the cosmetics industry and their use in medical research, but does not develop or support the idea effectively.

Communication

- The student organizes information and ideas with limited appropriateness. The purely factual opening statement makes no attempt to engage the audience's interest (e.g., "I'm here today to talk to you about Animal Testing"). The student does attempt to engage the audience with provocative questions (e.g., "Do we honestly have to destroy that many innocent animals so people can change their look?"), but the answers are predictable and do not further develop the point being made. Poor organization of information sometimes detracts from clarity (e.g., in the discussion of national and corporate policies on page D).

LEVEL 1

– The student uses language and a voice that are of limited appropriateness. The voice is suited to the speaker and the purpose, but the language used is simplistic and overly casual (e.g., "Well stop wondering cause I'm going tell you!"). The speaker addresses the audience of scientists directly, but adopts an emotional, accusatory tone that is unlikely to persuade them to support his or her perspective (e.g., "I just really don't understand how selfish some people can get when destroying an animal's life").

Application

– The student uses oral presentation techniques with limited effectiveness. A number of rhetorical questions are included (e.g., "Don't you agree?"), but very limited use is made of specific examples and anecdotes (e.g., the student alludes briefly to vivid pictures of animals suffering to support an emotional restatement of the main point). There are several examples of faulty sentence structure, which detract from clarity and effectiveness.
– The student builds in speaker notes with limited effectiveness (e.g., gives detailed instructions for the use of hand gestures and changes in tone of voice), but awkward and ungrammatical phrasing in a number of notes (e.g., "say very louder", "say depressively", "say very confused") reduces their helpfulness to the speaker.
– The student predicts a minimally realistic and effective resolution. The student makes only passing, non-specific reference to possible actions to bring about change (e.g., "In conclusion, I hope that your industry or just yourself will think about what I just said and help with all the defence programs for animal testing").

Comments

This work is representative of a solid level-1 performance. The student demonstrates a limited degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a speech that has a clear intent, namely, to point out that the use of animals for testing in the cosmetics industry causes suffering for a highly questionable purpose. An emotional tone is adopted, in an attempt to appeal to the audience; however, that tone is inappropriate for a group of individuals trained in scientific method and reasoning. The organization of ideas is weak, and the use of oral presentation techniques is limited in its effectiveness.

Next Steps

In order to improve his or her performance, the student needs to:

- research the topic more carefully to obtain detailed and relevant information;
- double-check the accuracy of statistical information and clearly identify its source to strengthen credibility;
- develop a more specific resolution to the issue;
- organize information and ideas in a logical sequence;
- ensure that the voice and language are appropriate for the chosen audience;
- edit and proofread work to eliminate errors in usage, grammar, and spelling.

A

Representative of the Congress of the Fédération de Football Association

To the media and soccer fans across the globe.

Since the world cup began, there have been soccer fans, which get overly upset at the results of the year's world cup, and start fights. Occasionally, this continues onto shootings, and riots.

This is to take place in a conference room.

B

Is it worth the death? Every year, there are riots at soccer games. Fans across the world fly, or bus in to see the World Cup soccer game live. There is no rush in the world greater than sitting in a stadium, full of soccer fans, watching the world cup game. But afterwards, that is where the real rush is, isn't it? You are all aware that a riot, or a shooting, takes place every year at the World Cup Soccer Championship Game. Up to 94 people die. Hundreds injured.

It is nice to have an international sport, where fans can come to watch their teams compete for a great honor. It is a great honor to have your team compete for the World Cup. It's better that nations compete in sport, than in warfare. Battles can be won as players score goals, and after the hour and a half, game is up. Then the war is over and the countries call a truce on the fields-at least the leaders do.

But others, leave, feeling defeated, as if they *have* lost a war, not a game. They take their violence off the field. They take the aggression put on the ball sent to score a goal, and turn it into a bullet, sent to kill the man who shot the ball. Or better yet. One of his fans. Why do you bring weapons to games? Why do you have to fire bullets into the crowds? Why do people have to die?

I have the answers for these questions. It's quite simple actually. Because *your* team didn't win the world cup. So you can change all that. All you have to do is fire that gun, kill a few fans, and it will be all over. So a few fans die, their families will now be heartbroken. You just shot he father of a young baby boy, who's mother died when he was born, and he was an only child. his parents were immigrants so he has no family. But that doesn't matter, because now your frustration is gone.

A man sitting next to you, wearing the jersey of the other soccer team, quickly moves to club you with something, but you se a fist fly in and hit him in the face before he hits you. Now arms and legs are flying. you can hear gunshots, but all you can think of is *what have I done?* (with emotion, sadness) indeed, what have you done? (speak slightly faster) You've killed an innocent man, because he was a fan of another soccer team. You've left his boy homeless and without a family. You've started a riot in a soccer stadium, resulting in the death of hundreds, and injured many more.

(Normal pace again) Who is responsible for this? The opposing soccer team that won? The people that died? How about the people that started the World Cup, the Congress of the Fédération de Football Association? No. You are responsible, because you brought a weapon to a peaceful game.

So what can be done to stop you from doing all of this? If you do not stop, fans of different teams will have to be separated, visiting a country to

HIGH LEVEL 1

C

watch the World Cup will be less enjoyable, because limitations will be placed on where you can go during your visit. If the hooliganism does not abate then the Word Cup should be held in a country that can do more to stop you from committing these acts. There are people who suggest hosting the World Cup in [redacted]. A country where citizens cannot even spit out their gum on thew sidewalk. If you start to cause problems there, they'll give you a beating.

Weapons are not meant to be at games. The World Cup was made for the enjoyment of soccer fans. Leave it as fun, nothing more. Ladies and Gentlemen, if you want to keep the Word Cup alive and enjoyable for all, (span hands outward from body palms facing upwards) leave your weapons at home.

D

Bibliography

Perry, Greg *Once Again Hooligans*. May 2nd 2002
http://www.myrightstart.com/soccer-violence.php3

Anderson, Paul *World Cup Soccer Violence; "Hooligans" coming here?*
May 2002
http://www.emergncy.com/socrviol.htm

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the facts surrounding the chosen issue. The student shows familiarity with conditions surrounding the international soccer tournament, including the violence it triggers (e.g., "a riot, or a shooting, takes place every year at the World Cup Soccer Championship Game. Up to 94 people die. Hundreds injured"). The student also recognizes that the national pride associated with World Cup games fosters intense feelings that can lead to violence (e.g., "But others, leave, feeling defeated, as if they *have* lost a war ... They take their violence off the field").

Thinking/Inquiry

- The student supports the perspective taken using ideas of limited relevance to the purpose and audience. The student makes a connection between the competitive spirit of players and fans and the aggression and violence triggered by defeat. However, the student then defines the issue narrowly as a weapons-related problem (e.g., "You are responsible, because you brought a weapon to a peaceful game"). This narrowing of focus limits the scope of the argument, as well as its relevance for media and fans.

Communication

- The student organizes information and ideas with some appropriateness. The student uses a dramatic opening question ("Is it worth the death?") and includes a number of provocative questions throughout (e.g., "Why do you have to fire bullets into the crowds?"). However, the attempt to answer the questions is occasionally incoherent (e.g., the description of the sequence of events in paragraphs 4 and 5).
- The student uses language and a voice that are of limited appropriateness. There is nothing in the language or tone to identify the speaker specifically as a representative of the "Congress of the Fédération de Football Association". The speech is clearly addressed to soccer fans, but though the media are also part of the stated audience, no reference is made in the speech to them or their role.

Application

- The student uses oral presentation techniques with limited effectiveness. Anecdotal details are included, but they are overly dramatic and only marginally relevant to the issue (e.g., "You just shot [t]he father of a young baby boy, who's mother died when he was born, and he was an only child. his parents were immigrants so he has no family"). In an attempt to write short, emphatic sentences, the student too often produces sentence fragments (e.g., "Or better yet. One of his fans.").
- The student builds in speaker notes with limited effectiveness. Very few are provided, and those that are included offer little guidance to help the speaker enhance the overall delivery of the speech.
- The student predicts a minimally realistic and effective resolution. The student proposes an alternative to two undesirable solutions. However, the proposed alternative – to "leave your weapons at home" – oversimplifies the issue and ignores other possible approaches to preventing violence.

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Thinking/Inquiry and Application categories of knowledge and skills, as well as in one criterion in the Communication category. In the Knowledge/Understanding category, and in the other Communication criterion, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a speech that addresses a valid concern, namely, violence in World Cup soccer games. However, the student focuses narrowly on fans who bring weapons to the game, losing the opportunity to discuss a wider range of causes of violence and potential solutions for it.

HIGH LEVEL 1

Next Steps

In order to improve his or her performance, the student needs to:

- make the speech more relevant by including more information about the history and root causes of soccer violence;
- develop a resolution that addresses more aspects of the problem;
- build in additional and more specific speaker notes;
- edit work to eliminate errors in sentence structure, spelling, and grammar.

A

Extinguish the Fire on Discrimination

Title: A concerned fire fighter
Audience: The International Association of fire fighters. They are a union for thousands of fire fighters across the world.
Background: The audience is in debate to see if women should meet the same physical requirements as men.
Context: This speech will be read in a conference.

B

Many women experienced growing equality during the twentieth century in education, work, marriage, and in public life. But as soon as women started entering the workforce, companies would hire women either as means to better there reputation in the eyes of society, or governments, women's rights groups, even minority groups would impose quotas telling companies that a certain percentage of there workforce must be women or other visible minorities. "I feel this is wrong. A company should hire whoever is best fit to do the job.

raise voice

emphasize "whoever"

Women should have to meet the same physical requirements as men do for careers such as "police work, fire fighting, military jobs, or any other job that requires physical labor. Please note that I believe in gender equality, and I believe that if a woman can do the job and meet the same requirements as men, then they should get the job.

count on fingers jobs listed

According to a Wisconsin fire fighter, "women only need to meet fifty percent of the physical requirements as men do in order to pass whatever tests to become a fire fighter. What if a woman gets put in a situation where she needs to use strength in order to pull a three hundred pound male out of a burning building. She is putting herself and the victim in jeopardy of losing their lives. This also goes towards police work, military jobs, or any other jobs that require physical labor.

raise voice

emphasize "strength"

My uncle who is a first class officer in the S[redacted] Fire and rescue team told me that since women started becoming fire fighters they had to drop many physical requirements for women because they couldn't do them. For example men had to

emphasize "first class"

LOW LEVEL 2

C

run one mile in one minute thirty seconds. But none of the women could do this so they dropped it. Also men had to do tests such aswear their uniform with their mask, but the visor was painted so they couldn't see out of it, and they went into a building and a two hundred and fifty pound male was lying on the ground and they had to find him and drag him out of the building. Women have to do the same thing, but instead of dragging the body out of the building they just have to touch him. "Do you really want to trust your life in the hands of someone who doesn't know how to pull a body out of the building? It all comes down to this." Do you want to live when your life is in jeopardy? Or do you want to die?

point at audience

back of hands face audience

slam fist on "die"

Gender discrimination is even in high school classes. In gym class each student has to do what is called fitness testing. Where you either have to run a certain distance in a certain amount of time, jump a specific length, do push ups and sit ups, and even test your flexibility. The more you can do, or the longer you can do these tests the better grade you get. Males, for example, have to do forty-four push-ups, and seventy-three sit- ups to get a level four. Females only have to do twenty-four push-ups and forty-nine sit-ups for a level four. If both males and females are competing for the same mark, than they should both have to meet the same physical requirements to earn the grade.

count on fingers the exercises listed

Women should have to meet the same requirements as men to earn roles of any job that require physical labor. If men cannot meet the requirements, then they shouldn't get the job either. Whoever does the job best should get the job. Whether it is a male or a female.

D

Bibliography

www.wfsi.org/Bbarch4.html

[redacted], Personal Interview.
24 May 2002.

Canadian Fittness testing Sheets

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the facts surrounding the chosen issue. The student includes a number of relevant facts (e.g., "women only need to meet fifty percent of the physical requirements as men do ..."), but does not demonstrate understanding of some important aspects of the issue (e.g., that certain physical demands of the job, such as the ability to manoeuvre in confined spaces, may be more easily met by women).

Thinking/Inquiry

- The student supports the perspective taken using ideas of some relevance to the purpose and audience. The student states the general principle that men and women should be treated equally (e.g., "if a woman can do the job and meet the same requirements as men, then they should get the job"). The student also correctly suggests that treatment is not equal where a woman only needs to meet fifty per cent of the physical requirements. The student supplies two relevant examples to support the claim that men and women are tested differently. However, the student also weakens the speech by introducing material that is irrelevant to the purpose and audience (e.g., about the unequal number of push-ups required of males and females in a gym class).

Communication

- The student organizes information and ideas with some appropriateness. The speech has a clear structure, with an introduction, body, and conclusion. However, the topic identified in the opening statements (i.e., why women have experienced "growing equality during the twentieth century") is broader than the real topic of the speech (i.e., the lack of equity in physical requirements for men and women in jobs requiring physical strength), which is not introduced until paragraph 2.
- The student uses language and a voice that are somewhat appropriate. Although the tone is serious and emphatic, it is also somewhat disparaging towards women, who make up part of the audience (e.g., "Do you really want to trust your life in the hands of someone who doesn't know how to pull a body out of the building?"). As well, the student does not consistently maintain the voice of "A concerned fire fighter" addressing his peers (e.g., the speaker cites information provided by "My uncle", and refers to high school gym classes).

Application

- The student uses oral presentation techniques with some effectiveness. Some use is made both of rhetorical questions (e.g., "or do you want to die?") and of vivid anecdotes about the tests undergone by firefighters.
- The student builds in speaker notes with some effectiveness. Although the direction they provide is precise, they tend to be repetitious, focusing on volume and gesture (e.g., "raise voice", "count on fingers").
- The student predicts a somewhat realistic and effective resolution. The proposed resolution (e.g., provided all applicants are judged by the same criteria, "Whoever does the job best should get the job") is consistent with the argument in the body of the speech, but is a statement of opinion more than a strategy for resolving the issue.

Comments

This work is representative of a low level-2 performance. The student demonstrates some degree of achievement of the expectations in the Thinking/Inquiry, Communication, and Application categories of knowledge and skills. However, in the Knowledge/Understanding category, the student demonstrates a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

The result is a speech of uneven quality. Parts of the speech are persuasive, particularly when the student discusses the principle of hiring the best person for a job. The context, speaker, and audience are clearly defined, but the focus of the speech is inconsistent. The student does not clearly distinguish among the topics of women's equality, reverse gender discrimination, and the need for fixed physical criteria for hiring firefighters.

LOW LEVEL 2

Next Steps

In order to improve his or her performance, the student should:

- decide on a clear focus for the speech and state it directly in the introduction;
- develop a consistent persona for the speaker, namely, that of a firefighter;
- recognize that the selected audience will be composed of men and women firefighters;
- limit examples to those directly related to the topic and of interest to the audience;
- provide more variety in the speaker notes;
- proofread work to eliminate errors in spelling and grammar.

A

"The Impact of Violence in the Media on Teens"

Local Concerned Parents
Advertising Agency
(Company in Charge of Violent Content)

B

The Impact of Violence in the Media on Teens

[speak forcefully and loud]

Did you know that by the time you graduate from high school, Canadian teenagers will have spent 15,000 hours watching TV compared to 12,000 hours spent in a classroom? This allows the media to be one of the leading educators.

[glance at everyone and make sure you have their attention]

Just sixty years ago the invention of the television was viewed as a technological curiosity, with black and white figures on the screen that were so small you could barely see them. Today that curiosity has become a constant for teens. Unfortunately, violent programs are endangering our society.

[sound thoughtful and upset]

In a matter of seconds, people can mimic a movie or a TV character. Over 1,000 case studies have proven that violence in the media has had a negative impact on teens. It increases aggressiveness and anti-social behaviour. It makes people less sensitive to real world violence and the victims.

[speak loud and angry with long pauses between words]

Violent images on TV or in movies have inspired people to set spouses on fire, commit suicide, rape, steal, murder, and commit numerous other shootings and assaults.

[make it look big talk with your hands]

The percentage of programs on TV that contain some violence has hovered near mid-60% during the past 8 years. However the number of prime time programs on broadcast networks that contain violence has jumped by 14% since 1994. In 1998 it was said that 68% of commercials contain violence and on basic cable, 87% did. 39% of reality programs contain violence, including talk shows, documentaries and tabloid news. Nothing has gone down since then.

LEVEL 2

C

[show them on your fingers, sound interested]

There are three major harmful effects of viewing media violence: learning aggressive attitudes and behaviours; becoming used to real world violence, and being afraid of becoming victimized. All of this leads to distrust in others.

[speak quieter and slowly]

I watched a show the other day that was an example of how violence had a negative effect on us. First, there was a perpetrator who was someone we might feel similar to. People imitate behaviors learned from characters they like or feel similar to. Second, there was a victim, who was a person we could not really identify with. Then there were weapons, which can activate aggressive thoughts. The reason for the violence seemed unjustified, which would encourage aggressive behaviour. The over all effect was desensitizing. Violence that is rewarded and not punished increases the likelihood of practicing it.

[loud and attentive]

Not all violence is harmful to watch and violence should not be confused with the conflict in a story. Conflict between characters, if handled responsibly by the producers, can help viewers learn negotiation skills and peaceful alternatives to violence. When violence is needed to tell a story, then there need to be consequences. The failure to show consequences is one of the main problems. Teens think there are very few, if any, repercussions for committing violent acts.

[act serious and look right at people, make it seem like you're talking to them personally]

Violence in the media needs to be decreased to a much smaller percent so its not viewed as entertainment but as a learning experience. Teens must learn alternatives to violence and the outcomes of it. Harming people and their lives is not a joke, it's a serious factor and just by watching TV you are absorbing these ideas.

D

[irritated and upset, lower your voice]

We are bombarded continually with images of violence, brutality, and sexual immorality. When teenagers mindlessly follow what they see, all they know is that "if the TV portrays violence as cool, then it must be cool!" It is hard to believe there are so many non-aggressive and non-violent people in the world. We as a humane society know in our hearts that violence is wrong, but by seeing it on TV everyday we are desensitized and look beyond the cruelty. Mass media can have a negative effect on teens but with a little control the TV can be turned into a beneficial tool rather than a negative impact.

E

Bibliography

Media violence. APP Committee on Communications, Pediatrics. Vol 95, no. 6. 1995

How violence manipulates viewers. 1979. Issue Briefs. Studio City, Calif.: Mediascope Press.

National television violence study scientific papers. 1999. Studio City, Calif.: Mediascope Press.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the facts surrounding the chosen issue. The student refers to the extent of teenagers' media exposure, describes the results of case studies on the effects of violence in media, and includes a number of statistics (e.g., "the number of prime time programs on broadcast networks that contain violence has jumped by 14% since 1994"). However, some statements are of questionable reliability (e.g., "Violent images on TV or in movies have inspired people to set spouses on fire ...").

Thinking/Inquiry

- The student supports the perspective taken using ideas of some relevance to the purpose and audience. The student lists the harmful effects of media violence, differentiates between violence and conflict in a story, and identifies the "failure to show consequences" as one of the weaknesses of media depictions of violence. However, the relevance of some of the student's arguments is not clear, because the ideas are not coherently expressed (e.g., in the discussion of the effects of violence in a particular television show [paragraph 7]).

Communication

- The student organizes information and ideas with some appropriateness. There is an engaging introduction that makes a startling point (e.g., teenagers spend more time watching television than they do in school), and a clear organizational pattern is used (i.e., introduction, body/exposition, and conclusion). However, the transitions from one idea to the next are often abrupt, making the argument seem disjointed.
- The student uses language and a voice that are somewhat appropriate. The language is straightforward and factual rather than emotive. The voice is at times inconsistent: in the introduction, the speaker addresses the audience as students (e.g., "Did you know that by the time you graduate from high school ...") when the stated audience is "Local Concerned Parents". The student does not state the identity of the speaker.

LEVEL 2

Application

- The student uses oral presentation techniques with some effectiveness. Among the rhetorical devices used are a personal anecdote, an opening question, and numbered points (e.g., "First, there was a perpetrator ... Second, there was a victim ... Then there were weapons ...").
- The student builds in speaker notes with some effectiveness. The notes cover volume, gesture, pacing, eye contact, and mood (e.g., "act serious and look right at people"), but are sometimes hard to understand (e.g., "make it look big talk with your hands").
- The student predicts a somewhat realistic and effective resolution. Although the general conclusion seems reasonable (e.g., "with a little control the TV can be turned into a beneficial tool rather than a negative impact"), the student does not explain what "control" needs to be exerted and by whom.

Comments

This work is representative of a solid level-2 performance. The student demonstrates achievement of the expectations to some degree in all four categories of knowledge and skills.

The result is a speech that is moderately effective. The student uses statistical evidence and gives quite a convincing description of the impact of television violence. However, the lack of a clearly defined speaker and the limited awareness of audience create an effect of detachment that lessens the impact of the speech.

Next Steps

In order to improve his or her performance, the student needs to:

- review the task requirements to establish a clear context for the speech;
- connect statistics to real examples;
- employ a wider variety of rhetorical devices to engage the audience more fully;
- clearly identify concrete actions that can be taken to resolve the problem;
- edit work to improve the logical flow of ideas, and proofread to eliminate errors in sentence structure, spelling, and grammar, with particular attention to punctuation.

A

"Death Penalty"

Speaker: Student from a high school.

Intended audience: Students

Background information: The audience is interested in hearing the speech. The audience has limited information on the topic.

Context: The speech is involved in a debate in a classroom.

B

It may only be a whisper, but to hear these words is enough to send a shiver down your spine and a sharp shock through your body. Can you imagine anything worse than being convicted of a crime you did not commit? As a result you face the inevitable (*death penalty.) In recent studies by Bedau and Radelet, their findings identified 350 cases, from 1900 to 1986, in which defendants were convicted of capital crimes. Twenty-four of the people who were executed were innocent. *Ladies and gentlemen*, should the jury and judges possess the power of God, and decide who lives and who dies?

I think not!!

Is execution of convicted murderers worth the risk of executing an innocent person?

I think not!!

Is it impossible that a killer can change his life through rehabilitation?

I think not!!

And lastly, do the citizens of Canada want to pay more tax money for executions, than it would cost for a man to be given a life sentence?

I think not!!

Ladies and gentlemen. The House of Commons removed capital punishment from the Canadian Criminal Code on July 14, 1976. It was replaced with a mandatory 25 year life sentence for convicted murderers. This is how it should stay!! People who support the death penalty predicted that the homicide rate would increase in Canada after the death penalty was abolished. In fact the opposite happened. The murder rate went down. Convictions for first degree murder doubled in the ten years after the death penalty was abolished. Maybe Canadian juries are more willing to convict murderers now that they don't have to make life and death decisions. It is clearly evident that the abolished death penalty had a positive outcome.

*Lets take a few moments to imagine if the death penalty by execution would become a law once again. Many innocent people over the next few years

HIGH LEVEL 2

C

would die, due to wrongful conviction. Just imagine that you are a jury member. Your decision has the power to cost a man his life. Are you willing to have this on your shoulders? Now the time has come for you to make a decision. You choose guilty, and therefore he is sentenced to death. Many years later you find out that he was wrongfully accused. How would you feel? Your decision was wrong, and as a result an innocent man paid the ultimate price.

LOUD

(SLOW, SHOCKED)

Now lets turn this situation around. The death penalty for killers is a minimum 25 years. That innocent man, who is now in prison, has a chance to go free. If the death penalty by execution was in effect, he would not have that chance. Many people who are convicted criminals have come out of prison and have lived normal lives. Some of these past criminals have spent many hours at schools, talking to kids about the mistakes they made. These past criminals can have meaningful lives. A convicted criminal through rehabilitation can change the course of his life. At least give them a chance. The death penalty by execution doesn't give them the slightest chance to undergo rehabilitation. Society and the world today have changed, since the 1900's, when the death penalty by execution was in effect. The world today is all about helping people and giving them a second chance. Anything can happen in the years they are in prison and through the year of rehabilitation. So don't cut their life short. Don't play God and decide who lives and who dies. And lastly, don't take the risk of killing an innocent man. * Death penalty by execution is the wrong decision to make. Vote for a death penalty of 25 years!

LOUD

LOUD

*PAUSE

LOUD

D

Sources:

Capital Punishment: Jennifer C. Honeyman and James R.P Ogloff, Simon Fraser University.

Http://www.amnesty.ca/deathpenalty/canada.html

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the facts surrounding the chosen issue. For example, the student discusses the risk of executing an innocent person and gives specific facts about Canada's abolition of the death penalty and about changes in the homicide and murder-conviction rates after abolition. However, the student does not distinguish between U.S. and Canadian data, so facts presented sometimes appear contradictory (e.g., the student states that twenty-four innocent people were executed between 1900 and 1986 [U.S.] and later tells us that capital punishment was abolished in 1976 [Canada]).

Thinking/Inquiry

- The student supports the perspective taken using ideas of some relevance to the purpose and audience. The student asserts that the homicide rate in Canada decreased after the abolition of the death penalty but that the conviction rate for murder doubled. The student reasons from this that juries are more likely to convict if they do not have to "make life and death decisions". However, other complexities of the issue (e.g., arguments about whether the death penalty is or is not a deterrent to crime, debates about the ability of prisons to rehabilitate criminals) are not fully explored.

Communication

- The student organizes information and ideas with considerable appropriateness. The student uses an intriguing introduction (e.g., "to hear these words is enough to send a shiver down your spine ...") to arouse the audience's curiosity about the as-yet-unidentified topic. The student also uses provocative questions to highlight points in the argument (e.g., "should the jury and judges possess the power of God, and decide who lives and who dies?"; "*How would you feel?*").
- The student uses language and a voice that are appropriate to a considerable degree. The tone of a student debate comes through clearly in the student's appeal to the audience's imagination (e.g., "Just imagine that you are a jury member ... he is sentenced to death. Many years later you find out that he was wrongfully accused ...") and in the closing exhortation: "*Vote* for ... 25 years".

Application

- The student uses oral presentation techniques with considerable effectiveness. The student uses repetition and emphasis (e.g., "*I think not!!*"), imaginary scenarios (e.g., "Let's take a few moments to imagine ... "), short emphatic sentences (e.g., "*This is how it should stay!!*"), and rhetorical questions (e.g., "Can you imagine anything worse than being convicted of a crime you did not commit?").
- The student builds in speaker notes with some effectiveness. "Loud" is used many times to indicate emphasis, "Pause" to indicate the pace of delivery, and "Slow, shocked" to indicate tone of voice. However, the student does not include suggestions for gestures or facial expressions.
- The student predicts a somewhat realistic and effective resolution to the issue. As the death penalty is currently abolished, the student makes a convincing case for opposing any attempt to restore it. However, apart from "voting" for the alternative of a life sentence of "25 years", the student proposes no strategy for opposing restoration.

Comments

This work is representative of a high level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding and Thinking/Inquiry categories of knowledge and skills, as well as in two criteria in the Application category. However, in the Communication category and in one criterion in Application, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

The result is a reasonably effective speech that focuses on a central aspect of the issue but does not explore its complexities.

HIGH LEVEL 2

Next Steps

In order to improve his or her performance, the student needs to:

- explore more fully a number of questions connected with the issue, in order to strengthen the argument;
- clearly identify the source and/or the context of the data cited, to avoid confusion;
- provide more detailed and varied speaker notes to assist the speaker;
- proofread work carefully to eliminate errors in spelling and grammar.

A

Topic: Puppy Mills
Title of Speaker: Animal Rights Activist
Audience: General Public
Purpose: To encourage stronger laws against animal abuse to shut down puppy mills
Venue: Call-in Radio Show

B

So many of us have joyous bundles of fur in our lives—our beloved pet dogs. We want our furry companions to be healthy, happy animals. But *how* [toss hands into air, questioningly] can we be *sure* [increase volume and questioning tone in voice] that they will obtain these things if we are not certain about where they came from? [Pause and look at several members of the audience questioningly] Puppy mills are a major supplier of puppies for pet stores. If you have gotten your puppy from a pet store, you might not know of the past tortures your pet had to endure.

Dogs are referred to as man's best friend; if this is so, [lower voice] I ask you— [make eye contact with a couple members of the audience, continue in a strong, loud voice] would you confine your best friend to a tiny living space crowed with so many others that even lying down is nearly impossible? [Voice becomes increasingly passionate] Would you give your best friend dirty water—if you even chose to let him/her drink at all? Would you let your best friend sit in his/her own wastes, starved of human contact? … [Soften voice back down] I didn't think so. Then why [bang fist gently on lectern] do we allow people to subject our furry companions to these inhumane conditions? Even after these puppies are freed of the confines and horrible conditions of the puppy mills, their struggle has only just begun…

While confined in the mills, the puppies receive minimal human contact… what they do receive is harsh and cruel, sometimes even resulting in painful injury to the puppy. This type of human contact causes the puppies to become terrified by human contact of any sorts later in life. Some puppies, however, become defensive, violent dogs due to this lack of human contact. Puppies *need* human contact at an early age in order to make good pets.

The unhealthy conditions in the puppy mills cause viruses, infections, and disease to run rampant in the puppies. Hip deformities, epilepsy, birth defects, vision or hearing problems and other conditions that cause pain and shorten the puppies' lives are very common in puppies from puppy mills. The floors of most kennels stay covered in urine and feces for *days*, greatly promoting the spread of these conditions. Some breeders do not even properly vaccinate their puppies for such fatal diseases as distemper and parvo. Many people often pay hundreds of dollars for a puppy from a pet store, and end up spending thousands more for veterinary care. Just as many people lose their new puppy to these problems just days or weeks after they've brought the puppies into their homes and hearts.

Owners of puppy mills will lie to both the inspectors of their facilities and potential puppy buyers as well. An undercover PETA investigator witnessed an USDA inspection at [redacted] puppy mill in Kansas and reported that the inspector merely *glanced* at the cages, and *did not* [bang palm against lectern] examine the dogs. He states that the USDA poorly enforces the laws that are meant to protect the puppies from these tragic conditions. He also states that the USDA's inspections are infrequent and usually announced ahead of time—giving the puppy mill owners time to clean up their act so that they can pass inspection.

LOW LEVEL 3

C

Puppy mill owners also lie to potential puppy buyers—lying to them about conditions the puppy has, including birth defects. [Casual voice] Let's face it, they will *not* tell you that you're about to buy a diseased puppy— [sarcastic tone] that's not good for business! [Sympathetic voice] One lady bought a poodle puppy from a puppy mill that had no eyes at all. The breeder told her [Angered tone, angered face] "their eyes would 'come in' at the age of 3 months or so"! The veterinarians had to tell her that he was born without eyes, and that they would never 'come in'. *Imagine* the *devastation* and *despair* this brought to the poor lady!

There are other options while purchasing a puppy. I [motion to self] got my puppy from a Human Society. Human Societies keep their animals clean, give them necessary vaccinations, and give them proper and adequate love and attention. Puppies are *not plagued* with viruses, infections, and diseases after staying in the care of a humane society. They *don't suffer* from temperament problems. They *don't die* just *days* or *weeks* after their adoption. Humane Societies *do not lie* to potential puppy buyers. They will inform the buyer of any health or possible temperament problems they could experience with their new puppy.

[Firm voice that grows louder] We *need* to take [tap lectern with side of hand for each word until 'in'] forceful action in [bang fist on lectern] *shutting down* these horrible puppy mills. These poor, innocent puppies are being *inhumanely* subjected to disease, torment, and *suffering*! People are walking into pet stores to buy a cute, furry addition to the family, and walking out with a tormented, diseased young puppy that will have problems it's whole life, or [exasperated voice] not even have the chance for life before it dies! We *need* to inform the public of these puppy mills and advertise Human Societies more for purchase of healthy puppies. Most importantly, we *need* to *enforce* [bang fist on lectern] and *increase* the severity of laws against animal abuse, and *increase* punishment for offenders. Frequent, unannounced inspections of both the cages, *and* the puppies should take place. If we hit [thump lectern gently with palm] puppy mills hard enough with enforced laws, they will either shape up immensely, or be shut down. Puppies will benefit, families will benefit [pause and look at audience] please take evasive action in *ending* this cruelty *today*! Thank you.

D

Bibliography

"Puppy Mill Prison." n.pag. Online. Internet. Available FTP: http://www.helppuppies.com/nc/index.html

"True Story of What a Breeder told a "puppy buyer"." n. pag. Online. Internet. Available FTP: http://teresa.maro.net/dogs/mills6.htm

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the facts surrounding the chosen issue. The student provides a variety of details about inhumane conditions in puppy mills and about the effects of such treatment on both the puppies and their future owners (e.g., "While confined in the mills, the puppies receive minimal human contact ...what they do receive is harsh and cruel, sometimes even resulting in painful injury to the puppy. This type of human contact causes the puppies to become terrified by human contact ... later in life").

Thinking/Inquiry

- The student supports the perspective taken using ideas of considerable relevance to the purpose and audience. The student supports the statement that the treatment of puppies in puppy mills is inhumane by relating conditions in puppy mills to various physical and emotional needs of the animals (e.g., "the puppies receive minimal human contact ... Puppies *need* human contact at an early age in order to make good pets"). The student discusses the weaknesses of the system for inspecting puppy mills. The student also highlights the responsibility of future pet owners to purchase their pets from a Humane Society, which will "inform the buyer of any health or possible temperament problems" the pet could have.

Communication

- The student organizes information and ideas with considerable appropriateness. The speech begins with an introductory sentence that engages the interest of the audience (e.g., "So many of us have joyous bundles of fur in our lives – our beloved pet dogs"). The student uses a logical structure, discussing first a variety of examples of inhumane treatment, comparing and contrasting these with the practices of Humane Societies, and then outlining constructive actions to resolve the problem.
- The student uses language and a voice that are appropriate to a considerable degree. The use of emotive language that demonstrates the speaker's anger and compassion is appropriate to the persona of an animal-rights activist and to "the General Public" who constitute the audience (e.g., "Would you let your best friend sit in his/her own wastes, starved of human contact?"). However, the speaker is clearly directing the speech to an audience that is physically present, when the specified venue is a "Call-in Radio Show".

Application

- The student uses oral presentation techniques with considerable effectiveness. A variety of techniques are used, including provocative questions (e.g., "Then why do we allow people to subject our furry companions to these inhumane conditions?"); emotive analogy (e.g., dogs referred to as "best friends"); short emphatic sentences (e.g., "I didn't think so"); and repeated phrases (e.g., "would you ..." begins each of a series of three questions in paragraph 2). The student also includes specific anecdotes designed to shock the audience (e.g., the experience of the woman who bought a blind dog).
- The student builds in speaker notes with some effectiveness. The notes cover tone of voice (e.g., "Voice becomes increasingly passionate"), timing (e.g., "Pause..."), and volume (e.g., "lower voice"). However, there are a number of notes relating to body language (e.g., "toss hands into air", "look at several members of the audience") that are inappropriate to the stated venue of a "Call-in Radio Show".
- The student predicts a resolution that is realistic and effective to a considerable degree. The student recommends a number of actions that can be taken to resolve the problems described in the speech (e.g., "*increase* the severity of laws"; make "Frequent, unannounced inspections" of puppy mills).

LOW LEVEL 3

Comments

This work is representative of a low level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills, as well as in two criteria in the Application category. However, in one criterion in the Application category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a persuasive speech that presents a clear and convincing account of the inhumane treatment of puppies in puppy mills and proposes several effective solutions. The persona of an animal-rights activist striving to educate the public about the issue is consistently maintained.

Next Steps

In order to improve his or her performance, the student needs to:

- select a more appropriate venue for the speech;
- ensure that speaker notes are all appropriate to the stated venue;
- clarify some of the terms in the speech (e.g., USDA and PETA);
- proofread to remove minor errors in spelling (e.g., "Human Society" should be "Humane Society") and grammar.

A

Title: Injured player in the NHL.
Audience: Members of the media and the general public.
Background Information: The audience is aware of the recent injuries in the NHL, including the injury of the player in question. The audience wants the perspective of a player to assess the damage being done.
Context: Press conference after a big game.

B

Underline = stress word

Did you know that the CBC made 2.84 million dollars broadcasting game six of the Leafs-Islanders series? The CBC is receiving phenomenal ratings from the 2002 playoff season. (Pause) Nevertheless these playoffs have been the most dangerous and rough (emotion) I have played in my career.

I believe I speak on behalf of all the players when I say that the game needs to be changed. (emotion (soft fist on table)) The NHL needs to increase safety on the ice and confidence in the game.

My injury is a minor one in comparison to the (refer to injured body part) injuries of this season to Zednik and Pecca. Both players will be out for the rest of these playoffs, and their teams must struggle without them. The ... fans have responded to these injuries with disapproval, as have the players.

After the sucess of safer olympic hockey,

LEVEL 3

C

why does the NHL continue to ignore violence? (Pause) Olympic hockey had *recruitment* faster faceoffs, this discouraged, if not prevented players from getting into scraps in between plays. (Pause) Hockey in Saltlake also allowed two line passes. This gave the players more opportunities for break-aways. These elements of the game could be incorporated into the NHL, along with other improvements. (Pause)

There are many aspects of NHL hockey that I feel can be enriched. (Pause) Some of the problems include equipment, ice size and refereeing system. *count 3 aspects on fingers*

The equipment is made of hard plastic which contributes to the injury of many players.

We the players think that the ice size is too small; we feel confined, we need more room.

Finally we are finding that the two-man refereeing system slows down the game.

These problems can be easily corrected. Players

D

should be restricted on the type of equipment they can wear, and the size.

Secondly the ice size can be increased to allow *show hand gesture* for more room for us to play. If the ice size is bigger we can perform better and feel safer.

Most importantly (pause) we feel the league should introduce a third referee. We feel that unfair calls are being made because the referees cannot agree on the proper penalty.

These solutions would improve the quality of the game (pause) without distorting the league's image. *mock* I believe that the fans will be pleased to see clean hockey on their televisions, and less injuries to the players.

A clear reason for the recent injuries is violence. (pause) For years the media has emphasized that violence in the NHL is out of control and

E

I agree.

On the ice, the players establish rivalries, or get caught up in the spirit of the game; they make dangerous hits. (pause) That move could knock their opponent out for the rest of the season. The league is too lenient of such hits. (pause) Many dangerous hits are considered legal. (pause) The league must revise the rules of the game to protect players.

Many of us fear that one day somebody will get killed on the ice. (pause)

The officials must enforce must enforce all penalties, and the players and coaches must respect these calls.

My goal as a player is to enjoy the game and reach my potential. The game is more fulfilling when it is played cleanly, and fairly. It is the role of our General Managers to oversee the changes that need to

F

be made. (pause) We the players challenge the GM's to make eye contact with GM adapt new strategies.

I believe that the NHL can be improved a great deal. One day the players will feel safe again, (pause) and it will be a family game. (pause) The National Hockey League must adapt olympic rules, improve the environment in which we play and improve the officiating system.

I hope the message of the players has reached everybody in this room. (pause) To the fans at home, (pause) be heard! Let the league know how you feel about violence in the game. Thank you for coming, I look forward to playing again next season.

LEVEL 3

G

Bibliography

Gillis, Charlie. "Back to the Ice Age." National Post [Toronto] 1 May. 2002, natl. ed.: S2

Houston, William. "Plenty of Blame to go Around for All the Violence in the NHL." Globe and Mail [Toronto] 1 May. 2002, natl. ed.: S2

Duhatschek, Eric. "Violence in Playoffs Isn't New". Globe and Mail [Toronto] 1 May. 2002 natl. ed.: S3

Wharnsby, Tim. "Violence, Whining Spark Debate." Globe and Mail [Toronto] 1 May. 2002 natl. ed.: S3

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the facts surrounding the chosen issue. The student is aware of a number of causes of injuries to professional hockey players (e.g., "Some of the problems include equipment, ice size and the refereeing system"; "Many dangerous hits are considered legal. The league must revise the rules of the game to protect players"). The student discusses the various aspects of the issue – rules and conditions of the game, behaviour of the players, consequences of changes for the league – with ease and assurance.

Thinking/Inquiry

- The student supports the perspective taken using ideas of considerable relevance to the purpose and audience. To make the game safer and more enjoyable, the student recommends a variety of changes (e.g., adopting the rules of Olympic hockey, increasing the size of the rink), and explains why they are needed. The student's description of the benefits of such changes effectively supports his or her perspective (e.g., "These solutions would improve the quality of the game without distorting the league's image. I believe that the fans will be pleased to see clean hockey on their televisions, and less injuries to the players"). The ideas expressed are relevant to the audience of fans in the general public, and the media, who "For years [have] emphasized that violence in the NHL is *out of control* ...".

Communication

- The student organizes information and ideas with considerable appropriateness. The speech follows an effective problem/solution format (e.g., problems with equipment, ice size, and the refereeing system are introduced, and possible solutions to the problems are then offered). However, the student does not explain the connection between the attention-catching opening question (about the money made from broadcasting hockey games on television) and the topic of the speech (reducing hockey injuries).
- The student uses language and a voice that are appropriate to a considerable degree for the speaker. The persona of an injured NHL player is convincingly

portrayed and consistently maintained throughout the speech (e.g., "Nevertheless these playoffs have been the most dangerous and rough I have played in my career"; "We the players challenge the GM's to adopt new strategies"). The audience is addressed indirectly, through references to their needs and opinions (e.g., "The fans have responded ... with *disapproval* ..."; "For years, the media has emphasized ..."), and directly, through an appeal: "To the fans at home, *be heard!*".

Application

- The student uses oral presentation techniques with considerable effectiveness. Techniques include the use of personal anecdotes (e.g., "My injury is a minor one in comparison ..."), short emphatic sentences (e.g., "To the fans at home, be heard!"), and rhetorical questions (e.g., "why does the NHL continue to ignore violence?").
- The student builds in speaker notes with considerable effectiveness. The notes cover tone of voice (e.g., "mock"), body language (e.g., "make eye contact ..."), and timing (e.g., "pause").
- The student predicts a resolution that is realistic and effective to a considerable degree. The student identifies the general managers and the fans as people with the influence to bring about change. The student also summarizes the types of changes he has described in the body of the piece (e.g., "The National Hockey League must adopt Olympic rules, *improve* the environment in which we play and *improve* the officiating system").

Comments

This work is representative of a solid level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in all four categories of knowledge and skills.

The result is an effective and persuasive speech that addresses the factors that lead to injuries in professional hockey and proposes solutions that are realistic and specific. The speech portrays the persona of the speaker, namely, an injured hockey player, consistently and with considerable effectiveness.

Next Steps

In order to improve his or her performance, the student needs to:

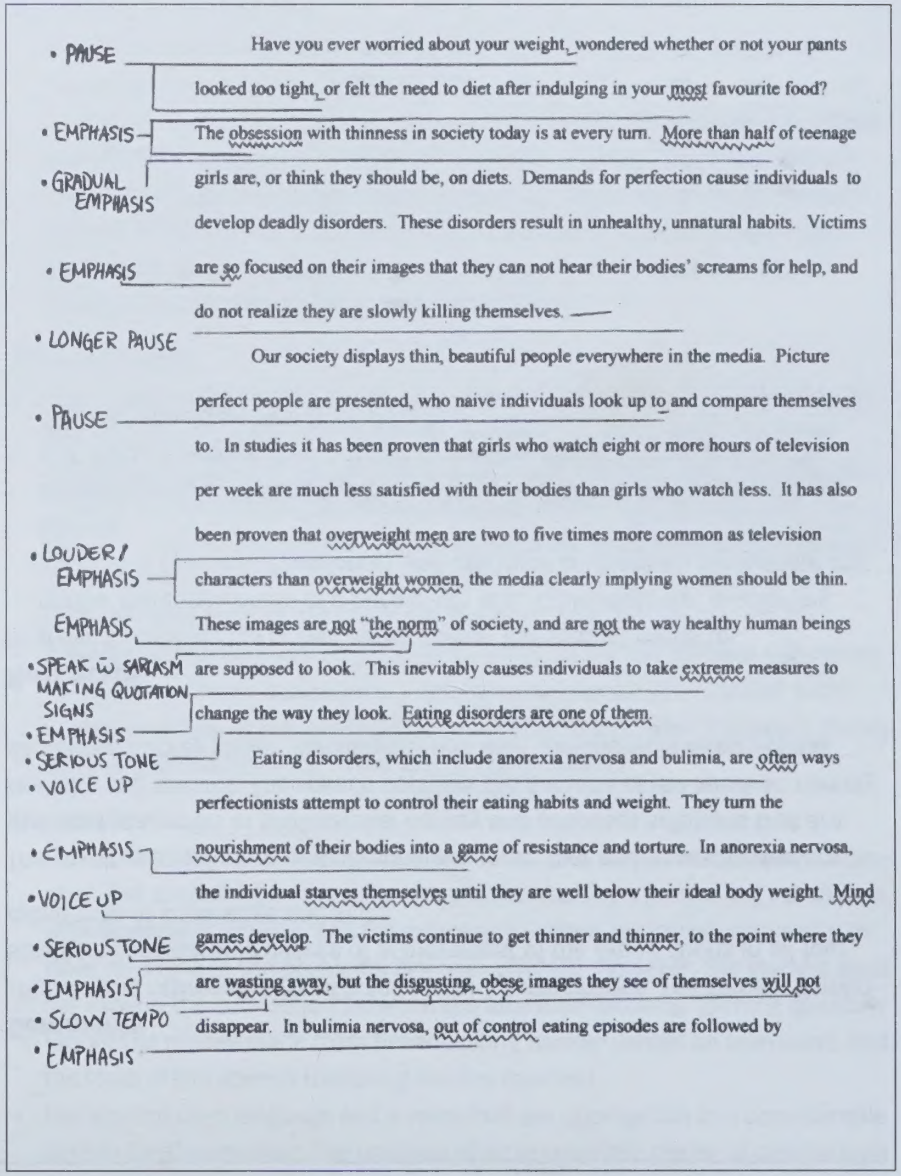
- review the components of a paragraph (e.g., topic sentence, supporting ideas, and concluding sentence) and use them consistently throughout the speech;
- consider ways of making the introduction relevant as well as interesting;
- edit work to remove minor errors in spelling and grammar (e.g., "less injuries" should be "fewer injuries").

The Speech Writer HIGH LEVEL 3

A

Speaker: Senior Student Activist
Intended Audience: Junior Female Phys. Ed. Students
Background Information: Know the basis of the disorders, but are curious about more details.
Venue: Classroom

B


• PAUSE
Have you ever worried about your weight, wondered whether or not your pants looked too tight, or felt the need to diet after indulging in your most favourite food?
• EMPHASIS
The obsession with thinness in society today is at every turn. More than half of teenage
• GRADUAL EMPHASIS
girls are, or think they should be, on diets. Demands for perfection cause individuals to develop deadly disorders. These disorders result in unhealthy, unnatural habits. Victims
• EMPHASIS
are so focused on their images that they can not hear their bodies' screams for help, and do not realize they are slowly killing themselves.
• LONGER PAUSE
Our society displays thin, beautiful people everywhere in the media. Picture
• PAUSE
perfect people are presented, who naive individuals look up to and compare themselves to. In studies it has been proven that girls who watch eight or more hours of television per week are much less satisfied with their bodies than girls who watch less. It has also been proven that overweight men are two to five times more common as television
• LOUDER/ EMPHASIS
characters than overweight women, the media clearly implying women should be thin.
EMPHASIS
These images are not "the norm" of society, and are not the way healthy human beings
• SPEAK W SARCASM
are supposed to look. This inevitably causes individuals to take extreme measures to
MAKING QUOTATION SIGNS
change the way they look. Eating disorders are one of them.
• EMPHASIS
• SERIOUS TONE
Eating disorders, which include anorexia nervosa and bulimia, are often ways
• VOICE UP
perfectionists attempt to control their eating habits and weight. They turn the
• EMPHASIS
nourishment of their bodies into a game of resistance and torture. In anorexia nervosa,
• VOICE UP
the individual starves themselves until they are well below their ideal body weight. Mind
• SERIOUS TONE
games develop. The victims continue to get thinner and thinner, to the point where they
• EMPHASIS
are wasting away, but the disgusting, obese images they see of themselves will not
• SLOW TEMPO
disappear. In bulimia nervosa, out of control eating episodes are followed by
• EMPHASIS

C

• EMPHASIS — self-induced vomiting, use of laxatives, or other attempts to get rid of the food. This disorder causes the victim to slip into a rut of depression and slide out of control.

• PAUSE — Ironically this is the exact opposite of what they were initially trying to achieve.

• EMPHASIS — Both these disorders eventually lead their victim to much more frightening consequences. Anorexics suffer from many medical complications, including the ceasing of menstruation, dry skin, thinning hair, brittle nails, sensitivity to cold temperatures, growth of fine hair on limbs, face and other body surfaces, as well as chronically low blood pressure and irregular heart rates. It is hard to imagine but these are just some of

• EMPHASIS — the obstacles individuals will have to come to terms with. Psychological problems

• VOICE UP — develop as well, including anxiety and mood disorders. Bulimia, much like anorexia, shares many of the same consequences, but does have its own. One is the enlargement

• EMPHASIS — of the victims' salivary gland, giving their face a chubby appearance. Vomiting causes the

• VOICE DOWN — dental enamel to erode from the victims' teeth, calluses to develop on their fingers, and an upset in the chemical balance of their bodily fluids. Finally, conditions causing

• EMPHASIS — disrupted heartrates and kidney failure could develop, both risking death.

• VOICE DOWN

• VOICE UP/ EMPHASIS — Twenty percent of victims die as a result of their eating disorder, and

• SERIOUS TONE — approximately half of those deaths are suicides. Victims' feelings of guilt , self-revulsion,

• EMPHASIS — and hopelessness are inevitable, and without help these people could potentially die.

• LONGER PAUSE

• EMBASIS

• SOFTER TONE — The story of Princess Diana and her struggle with bulimia is well known, and is inspiring to many individuals on their way to recovery. Often having someone to relate to makes all the difference. By the Princess' ability to reach out to the public she likely lit the way for many potential victims traveling the same dark, lonely path she had once traveled.

D

Medical treatments for eating disorders have been around for a while, but were

• EMPHASIS — not well developed until the early 1980s. Scientists still have much work, and remain in the research stage of eating disorder treatment. Evidence has been collected that indicates two psychological treatments are effective. Certain drugs have also been proven helpful. Clearly, scientists need to understand much more about how to improve

• SERIOUS/LOUD — the treatments and how to deal with the growing number of patients with eating

• EMPHASIS — disorders.

Anorexia and bulimia are on an increase at a disturbing rate. The best we can do

• SERIOUS EMPHASIS — is know that everyone is different, and differences bring variety to our society. We

• EMPHASIS — should try to see the other more important things about ourselves, outside our reflection

• PAUSE — in the mirror. Individuals with anorexia or bulimia need encouragement and love from

• EMPHASIS — their friends and family. With this they will learn how to love and value themselves.

• SOFT TONE — Individuals can be helped, but it is of utmost importance for them to realize themselves

• VOICE UP — that a healthy lifestyle is not what they are living. The Princess of Wales spoke wisely when she said, "the ultimate solution lies within the individual ", as victims of eating disorders must show a desire for recovery before it is within reach. Help victims find

• EMPHASIS — their paths to living healthy lives.

• VOICE UP

• EMPHASIS

HIGH LEVEL 3

E

Bibliography

Barlow, David H., Durand, V. Mark.. Abnormal Psychology: An Integrated Approach. Wadsworth/Thomson Learning. Belmont, CA. 2001.

Westen, Drew. Psychology: Mind, Brain, & Culture. John Wiley & Sons, Inc. 1998.

Microsoft Encarta 97 Encyclopedia. Bulimia. Microsoft Corporation. 1993-1996.

Microsoft Encarta 97 Encyclopedia. Anorexia. Microsoft Corporation. 1993-1996.

http://www.settelen.com/diana_eating_disorders.htm. Diana, Princess of Wales Speech on Eating Disorders.

http://www.kidsource.com/nedo. Eating Disorders Warning Signs. Kidsource Online, Inc. 2001

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the facts surrounding the chosen issue. The student uses a variety of informational details to describe both the physical and the emotional symptoms and consequences of eating disorders. The student also acknowledges that too little is known about effective treatment, while identifying some possible ways in which family members and friends can try to "Help victims find their paths to living healthy lives".

Thinking/Inquiry

- The student supports the perspective taken using ideas of considerable relevance to the purpose and audience. The student argues that society has contributed to the causes of eating disorders by allowing unattainable physical ideals to be promoted as a norm for women. The student effectively analyses the role of media in making teenagers obsessed with body image and describes what is known about the underlying psychology of the disorders, as well as the dangers posed to the health of victims. The ideas presented are particularly relevant to an audience of "Junior Female Phys. Ed. Students".

Communication

- The student organizes information and ideas with considerable appropriateness. The speech begins with a provocative question and some striking statistics (e.g., "More than half of teenage girls are, or think they should be, on diets"). The student uses a logical structure, progressing from hypotheses about causes, to descriptions of symptoms, side effects, and consequences, to a discussion of possible solutions.
- The student uses language and a voice that are appropriate to a considerable degree. The language is sometimes emotive, signalling the speaker's concern (e.g., "bodies' screams for help"), but the approach is primarily factual, in keeping with the stated purpose of educating young women about

the disorders (e.g., statistics that are relevant to the audience are highlighted: "girls who watch eight or more hours of television per week are much less satisfied with their bodies ...").

Application

- The student uses oral presentation techniques with considerable effectiveness. A variety of techniques are used, including attention-getting questions (e.g., "Have you ever worried about your weight ...?"); short, emphatic sentences (e.g., "Eating disorders are one of them"); and celebrated examples (e.g., "The story of Princess Diana and her struggle with bulimia ...").
- The student builds in speaker notes with considerable effectiveness. The notes cover timing (e.g., "Pause"), emphasis and volume (e.g., "voice up"), tone (e.g., "sarcasm"), and body language (e.g., "Making quotation signs").
- The student predicts a resolution that is realistic and effective to a considerable degree. After acknowledging that much more needs to be known about treatment, the student proposes several effective strategies that centre on building self-esteem (e.g., "Individuals with anorexia or bulimia need encouragement and love from their friends and family. With this they will learn how to love and value themselves").

Comments

This work is representative of a high level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Thinking/Inquiry, Communication, and Application categories of knowledge and skills. However, in the Knowledge/Understanding category, the student demonstrates a high degree of achievement – i.e., achievement that is more characteristic of level 4.

The result is a well-written, informative, and persuasive speech that describes the causes, symptoms, and effects of eating disorders, provides supporting statistical data, and suggests some credible responses to the problem.

Next Steps

In order to improve his or her performance, the student needs to:

- provide more specific details about the treatments and support currently available for victims of eating disorders;
- proofread carefully to eliminate errors in grammar (e.g., "who naive individuals look up to"; "the individual starves themselves").

The Speech Writer LOW LEVEL 4

A

He used to smoke didn't he? A session for teens who want to quit smoking.

Speaker: A former student and ex-smoker

Audience: The intended audience is adolescents who smoke or are thinking about smoking. The audience already knows smoking is unhealthy. They are interested in the effects of smoking, and what others think on the topic.

Location: This speech will be delivered in the school gym – a location which seats several hundred people. The target audience, students, will be easily able to attend.

Time: 3:00-4:00

Refreshments will be provided.

B

Smoking is disgusting! (*Emphasis*)

Did you know that there are more than 20 separate diseases that you can develop from smoking? This is because cigarettes contain more than 30 harmful chemicals that will enter your body. You don't even have to smoke for these chemicals to poison you; you just have to be around someone who does. That's pretty disgusting! (*emphasis*) Studies show that it can take just one cigarette to become addicted to smoking, and not be able to stop.

When you start to smoke you become addicted to a chemical called nicotine, which is in every cigarette. Smokers become addicted to nicotine just as fast as heroin addicts become addicted to heroin, or cocaine addicts become addicted to crack. At some point in time the nicotine in cigarettes will have an effect on the person smoking them. Nicotine can cause headaches (*touch head*), abdominal pain (*touch stomach*), diarrhea, sweating (*wipe forehead*), and nausea and vomiting. Nicotine overdose can have even more serious effects, like feeling dizzy, weakness and confusion, and low blood pressure; people might even go into convulsions, then fall into a coma.

When you start to smoke it is usually "just to try it" (*air quotes*). This of course does not seem harmful. But the nicotine from one cigarette will stimulate a rapid flow of signals in the brain that unleashes a craving for another, an unending cycle of addiction. After one has started to smoke, he or she will usually tell himself or herself "I am not addicted, I can quit whenever I want to" (*air quotes*). In most situations this is not the case. You tell yourself this because you actually believe it, but if you think about it, why would anyone smoke if they know it causes diseases, hurts other people, and it's disgusting? You

C

become addicted (*in a rambling voice*). A smoker would tell you "because it feels good" (*air quotes*). That's the nicotine talking: it feels good because you are addicted. So what you have just said is contradicting what you said before about not being addicted.

In every cigarette there are more than 30 poisonous chemicals. Some of these are alkaline, ammonia, arsenic, carbon monoxide, hydrogen cyanide, formaldehyde, nicotine, etc. To most of you these words are nothing but fancy terms for things that you have never heard of, which means they can't be that bad. Well, I'll explain some of them to you. Formaldehyde is something used to preserve dead bodies for certain purposes so they last and can't rot. Most of you have in your homes a small box that beeps if it detects a certain chemical that causes massive headaches, or even death. That's a carbon monoxide detector – just another one of the many chemicals that come from cigarettes. It can't be harmful – only one of every two households has something to protect against it (*sarcastic tone*).

Nicotine is another chemical, as you know from before, that you become badly addicted to. There are over 10 carcinogens, which are cancer-causing chemicals, in cigarettes. There are over twenty diseases caused by smoking. Three main ones that affect your heart are coronary heart disease, Artherosclerosis, which are fat deposits in the arteries, and lastly Buerger's disease, which leads to gangrene. There are twelve types of cancer you can develop from smoking, including lung, mouth, nose, throat, larynx, pancreas, bladder, stomach, kidney ... I could go on. You can also develop peptic ulcers, tobacco amblyopia, which is defective vision, bronchitis, and aneurysms (*emphasis*). In Australia, they counted how many organs were removed in one year because of cancers

D

from smoking, and over 521 lungs have been removed, as well as 148 gullets, 71 tongues, 221 voice boxes, 82 stomachs, 40 pancreases, 68 wombs, 85 bladders, 115 kidneys, and 161 other miscellaneous body parts (*increase speed of speaking*). This is just something to think about next time you go to light up. Every cigarette is one step closer to having one of these body parts removed.

Financially, smoking is stupid. (*loud*)

If you smoke one pack of cigarettes a day for forty years of your life, you have spent about $67,000 on cigarettes; this is enough to buy a new C6 Corvette. So maybe you don't smoke that much. If you smoke ½ a pack of cigarettes a day you have still spent $33,600 in 40 years. This is only half of the average American life (well, not if you smoke). Studies have been done, and in Australia, in one day school kids spend over $82,000 a day on cigarettes. That's thirty million dollars a year (*slow, emphasis*). One other thing that you have to look at is not only what it is costing you to smoke, but what it is costing the rest of us. Every year over 50 million dollars of our tax money is spent on smokers who are in the hospital. Our money is paying for their mistakes. It could be going to charity or helping people who have been born with a disease or for any better cause. Instead it's for smokers who screwed up.

After hearing all of this information, you need to WAKE UP (*loud*) and realize that smoking is bad, nothing else. It harms your body, it harms the bodies of others, it's a waste of time, a waste of your money, everyone else's money, and it smells. Over 80% of smokers want to quit just do it, don't think so much. Over 25% of smokers believe it is harmless. COME ON (*loud*). You have to be able to admit and commit to be able to

LOW LEVEL 4

E

quit. So you don't think you will die from smoking. That's a bonus, as long as you don't mind breathing through a tube in your throat. Why do we study history? The answer to that question is we study history to learn from our mistakes. So smokers, look at all the statistics, studies, and stories from the past and learn from them. Don't smoke (*emphasis*). All of the non-smokers pat yourselves on the back. You have passed the hardest part. You have been pressured to smoke or to continue smoking, but you didn't. Keep it that way because SMOKING IS DISGUSTING (*emphasis*).

What can YOU do?
First – don't start smoking. Discourage your younger brothers and sisters and their friends from starting to smoke – they look up to you.

If you smoke now, try to understand why you are smoking – are you already addicted? Does it relax you? Make you feel cool? Or is it just because your friends smoke? If you're a girl, maybe you smoke because it helps you stay thin. That's great as long as you don't mind bad breath, smelly clothes, and wrinkled skin. Whatever the reason, you need to understand why you smoke, so that you can change the behaviors that contribute to your addiction.

Ask your friends to support you, and not encourage you to smoke with them. If you smoke because you are stressed, start to work out instead. If you smoke at certain times or in certain situations, change those situations. Chew gum. Talk to your family doctor if you think you are already addicted.

F

I hope that you think about this today and try to help yourself and help your friends. Wouldn't it great, if in 50 years – we ALL came back to our high school reunion? Don't be that one person who can't make it – the one person that the rest of us remember – "Did you hear about poor ...., yeah, he smoked didn't he"? (*talk as if you were someone else*)

G

Bibliography

1. http://www.nsma.org.au
2. http://www.wiredforhealth.gov.uk
3. Hamilton Spectator, 08/05/02. Front page.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the facts surrounding the chosen issue. The student gives evidence of a clear understanding of the causes and the nature of smoking addiction (e.g., "the nicotine from one cigarette will stimulate a rapid flow of signals in the brain that unleashes a craving for another, an unending cycle of addiction"; "That's the nicotine talking: it feels good because you are addicted"). The toxic chemicals in cigarettes, the damaging effects of smoking on health, and the financial costs of smoking are described in some detail.

Thinking/Inquiry

- The student supports the perspective taken using ideas that are of considerable relevance to the purpose and audience. To support the position that students should quit smoking, the student builds up evidence to prove the opening statement that "Smoking is disgusting", providing numerous, often graphic, details about the toxicity of the chemicals in cigarettes, the kinds of diseases smoking can cause, and the economic wastefulness of smoking. The student effectively summarizes the argument in an admonition to students to recognize the full impact of the effects of smoking: "It harms your body, it harms the bodies of others, it's a waste of time, a waste of your money, everyone else's money, and it smells". The use of Australian data detracts somewhat from the relevance of the information for the audience of Canadian teens.

Communication

- The student organizes information and ideas with considerable appropriateness. The student provides an engaging introduction that starts with an emphatic statement and a provocative question (i.e., "Smoking is disgusting! Did you know that there are more than 20 separate diseases that you can develop from smoking?"). The student organizes his or her material in an introduction, body, and conclusion, but tends to repeat information unnecessarily (e.g., makes references to nicotine in paragraphs 4 and 5, after

LOW LEVEL 4

having focused on it in paragraphs 2 and 3) and introduces some information about addiction and the effects of smoking too late in the speech (e.g., "as long as you don't mind bad breath, smelly clothes, and wrinkled skin").
- The student uses language and a voice that are highly appropriate. The student establishes and maintains a tone of conviction and of determination to make an impact on his or her audience throughout the speech. In a manner fully appropriate to the persona of a former student trying to discourage adolescents from smoking, the speaker appeals to the audience directly and forcefully (e.g., "WAKE UP"; "Discourage your younger brothers and sisters and their friends from starting to smoke – they look up to you"). The student uses casual language to connect with the audience (e.g., "That's pretty disgusting!"), but uses and explains appropriate technical terms when imparting information (e.g., "carcinogens, which are cancer-causing chemicals").

Application
- The student uses oral presentation techniques with a high degree of effectiveness. Among the techniques used are rhetorical questions, emphatic statements, shocking facts and graphic information (e.g., the tally of organs removed in a year), sarcasm (e.g., "So you don't think you will die from smoking. That's a bonus, as long as you don't mind breathing through a tube in your throat"), repetition (e.g., of the statement "Smoking is disgusting!"), and a scenario (i.e., the person missing at the high school reunion).
- The student builds in speaker notes with a high degree of effectiveness, covering tone of voice, pacing, body language, and emphasis, and providing direction in appropriate places in the speech.
- The student predicts resolutions to the issue that are highly realistic and effective (e.g., recommends that students examine their motivations for smoking, enlist the help of friends to stop smoking, disrupt routines, and discourage younger people from starting to smoke).

Comments

This work is representative of a low level-4 performance. The student demonstrates a high degree of achievement of the expectations in the Knowledge/Understanding and Application categories of knowledge and skills, as well as in the second criterion in the Communication category. However, in the Thinking/Inquiry category and in the first Communication criterion, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

The result is a very effective speech on the effects of smoking that relies a little too heavily on research findings from a non-Canadian source.

Next Steps

In order to improve his or her performance, the student needs to:
- research North American sources to provide information more relevant to Canadian teens;
- review the speech to improve the organization of information;
- proofread to correct occasional errors in spelling (e.g., "Artherosclerosis" should be "atherosclerosis") and grammar (e.g., "That's a carbon monoxide detector, – just another one of many chemicals ..."), as well as careless errors (e.g., "Over 80% of smokers want to quit just do it, ..."; "Wouldn't it great ...").

A

Speaker: School President

Audience: Students, Teachers

Software Piracy: students know about software piracy because most students have "burnt" copies of programs. People know it is wrong but they do it anyway. The term "burn" means copy illegally.

The Speech is Delivered in an Auditorium

B

Note to speaker: Slide 1 to Slide 5 are images on the projector. To show the images, click on the receiver. The receiver is on the podium. Remember, stand tall and proud, look at the audience and speak clearly. All props needed are located on podium.

How many of you (signal audience with hands) think poorly of thieves or anyone that would take something that is not theirs? Unfortunately most of you have probably taken someone else's belongings without even knowing about. With today's high-tech equipment at the fingertips of millions, piracy is becoming an increasing problem. I am not talking about pirates on the high seas that we read about as children, I am talking about computer piracy.

With the click of a mouse (hold up a computer mouse) you can download the latest version of any program you want. How many of you have borrowed a copy of a friends program to (quote with your hands) "burn" a copy for yourself – or used a program like Napster to download music (show Slide 1)? You may not be aware that you are breaking the law – or you might know your breaking the law, but you just don't care. You should care because if you have any illegally obtained copies of software, you are committing copyright infringement and you can be charged in a *civil* court.

Why do *we* (point at self and audience) make illegal copies of software instead of purchasing a licensed copy? I'll tell you why – we do it because it is cheap. We all want to save a couple dollars, so we'll burn a copy of a CD, or will download the program off the Internet, but burning a CD in the long run costs us all money. When you make an illegal copy of a program, the money that should have gone to the creators doesn't. The company can't afford to stay in business and jobs are lost. We all want to have jobs when we get out of school but the more pirating we do, the more jobs that are lost, and the harder it is for us to find a job. Here is a statistic for you (show Slide 2) -- in 1999, the U.S. lost 107 000 jobs, $5.3 billion in wages and $1.8 billion in tax revenue because of software piracy.

But hey, that statistic shows how much the Americans lost, so how does that affect us (point at audience)? Well, Canadians are the worst for software piracy. 38% of the global software piracy comes from Canada. Isn't this something to be proud of? Software piracy is

LEVEL 4

C

costing the Canadian economy too much (show Slide 3). In 2000, Ontario lost $245 million in software theft and over *13 000* jobs.

The economy is not the only thing affected by this plague. Software piracy is much more personal. Like I said before, you can be charge for pirating under the Copy Right Act. The Copy Right Act (show Slide 4) is very confusing and there are many restrictions but it basically says that it is illegal to use someone else's work without their permission. If you get charged with copyright infringement, the owner of the product will sue you. Don't think you can use the saying (quote with your hands) "innocent until proven guilty" because that only applies to criminal law. Copyright infringement is a *civil* offence, which means you'll be sued and there isn't anything you can do about it. The amount you will have to pay is left up to the courts and the creator of the product. The Copy Right Act allows you to use certain aspects of people's work without having their permission, but the Act does not allow taking anyone else's idea; this includes software piracy.

With unlicensed software your computer *is not* safe. When you download a program or file off the Internet, you have a *greater* risk getting viruses or having defective software. Defective software and viruses can ruin your computer system, and *you will need to* buy a new computer. If a virus that came with your illegal software crashes your system, the software company is *not* liable because you do not own a legal copy of their program.

Software piracy *must* be stopped (slam hand on podium) -- we are hurting *ourselves* when we commit software piracy. It is important to realize that we will never be able to eliminate 100% of software theft because of the advanced technology that is in the market. We can however reduce the amount of technological theft that happens daily.

The Copy Right Act has to be changed because the punishment for copyright infringement has to be made more severe. Copyright infringement should be made a felony. In other words (show Slide 4), if you were charged with copyright infringement you would go to criminal court and be tried as a criminal. If copyright infringement was made a felony you could have to serve time in prison if you were convicted. In the U.S. if you have more than ten pirated

D

software applications you can be charged as a criminal. Canada should amend the laws to prevent people from stealing companies work. Companies spend years designing programs -- their ideas and hard work should be protected.

The public *needs* to be informed about software piracy. The youth of our nation (point at audience) have to understand that it is wrong to steal software. Children are taught that it is wrong to take what isn't theirs, but everyone thinks there is some exception when it comes to software – there is no exception; stealing is stealing and it is wrong. Only if children are taught that software piracy is not an acceptable practice can we hope to end it. In Korea (show Slide 5), software companies are not able to stay in business for long because as soon as they come out with a new program, it gets copied and illegally distributed.

If the piracy does not end our economy will fall apart. (Pause for effect) you *have to* purchase *licensed* copies of programs, and you *have to read and understand* the license agreement provided with the software. This will help protect you and the economy – *but only if* you follow the license agreement.

E

Bibliography

Brautigam, Tara. "Piracy on the PC's". Toronto Star, Tuesday, April 30, 2002

Business Software Alliance. *Anti-Piracy* . 2001. <http://new.bsa.org/usa/antipiracy/>

Brad Templeton. A Brief Intro to Copyright. 1997.
<http://www.templetons.com/brad/copyright.html>

The Canadian Government. The Copy Right Act. <http://www.gg.ca/rolresp/crown_e.html>

Teacher's Notes

Knowledge/Understanding

- The student demonstrates a high degree of understanding of the facts surrounding the chosen issue. The student describes the extent, the consequences, and the illegality of software piracy. The student demonstrates understanding of relevant U.S. and Canadian statistics (e.g., "In 2000, Ontario lost $245 million in software theft and over *13 000* jobs."), of some of the personal hazards of pirating software, and of aspects of both the civil and criminal law regarding copyright infringement.

Thinking/Inquiry

- The student supports the perspective taken using ideas that are highly relevant to the purpose and audience. The student explains why software piracy is unethical and illegal, how it has affected the economy, and what legal and practical consequences it can have for those who use pirated software. The student competently employs statistics and information from the Copyright Act to support his or her arguments. The ideas presented are highly relevant to the audience of students and teachers.

Communication

- The student organizes information and ideas with a high degree of appropriateness. The student begins with a provocative question that relates the topic directly to the audience (i.e., "How many of you think poorly of thieves or anyone that would take something that is not theirs?"). The argument progresses logically through introduction, body, and conclusion. The student moves easily between the ethical and the legal and practical dimensions of the issue.
- The student uses language and a voice that are highly appropriate. In the first half of the speech, the student establishes a connection with the audience through the use of informal phrases (e.g., "But hey, ..."), through identification and use of the first person plural (e.g., "We all want to have jobs ..."), and through direct appeal (e.g., "Don't think you can ..."). However, towards the end of the speech, the student's language becomes more abstract and formal.

LEVEL 4

Application

- The student uses oral presentation techniques with a high degree of effectiveness. Among the techniques used are rhetorical questions, surprising facts (e.g., "Well, Canadians are the worst for software piracy"), and emphatic statements (e.g., "your computer *is not* safe").
- The student builds in speaker notes with a high degree of effectiveness. The student provides a helpful initial comment for the speaker, explaining the audiovisual equipment to be used and setting the tone for the delivery of the speech. The notes mainly cover body language (e.g., "hold up a computer mouse", "point at self and audience"), but the student also indicates emphasis through the use of italics.
- The student predicts a realistic and highly effective resolution. Suggestions include changing the law, keeping the public informed, and educating children that software piracy is unacceptable.

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a highly effective speech on software piracy that shows a good grasp of many aspects of a complex issue. A strong and convincing appeal is made to the audience.

Next Steps

In order to improve his or her performance, the student needs to:

- avoid exaggerated statements (e.g., "If the piracy does not end our economy will fall apart");
- use a greater variety of speaker notes and place them in the margins of the text for easier reading;
- proofread to correct typographical errors and/or minor errors in spelling and grammar (e.g., "without even knowing about [it]").

A

KEY OF LIFE

- **Title Of Speaker:** Geneticist from NAS (National Academy of Science)
- **Audience:** General Public
- **Purpose:** To gain support for genetic engineering by presenting its uses in the field of medicine to cure various genetic disorders.
- **Venue: Lecture at Cambridge University (London, England)**

B

KEY OF LIFE

Over time, human beings have evolved from being mere water creatures to an intelligent species that has reached limits beyond the sky. Indeed, Mother Earth is filled with various extraordinary and fascinating creatures, but none as complex and intelligent as us. After years of struggle, hard work, sacrifices and the will to believe that anything is possible, we have discovered the mystifying secrets of our deoxyribonucleic acid (DNA). DNA is our key of life. It is our blueprint that determines everything from our appearances to our abilities as well as how healthy we are. Unfortunately, many diseases that humans suffer from are a result of genetic disorders. In other words, our genes within our DNA determine many diseases that we may inherit or develop. As my father has always reminded me, "necessity is the mother of invention," and humans have for centuries needed the answer to why a disease will mercilessly take the life of a poor and helpless human being. Once again, science has shown its miracles, and human beings are entering a glorious era of 'genetic engineering,' which will allow us to modify the blueprint that determines who we are.

Just imagine the power at the hands of a geneticist to extract a chromosome or segment of the DNA that causes life threatening diseases such as cystic fibrosis, diabetes and even the terrible disease, cancer. In fact, this new medical technology will allow us to insert perfect genes into human cells to correct otherwise incurable diseases. In fact, there are 5000 or more types of single gene disorders, which can only, and I emphasize only, be cured by genetic engineering.

raise voice ↑ emphasize

say it slowly

raise hand gesture

softer voice and lengthen tone

raise a fist

softer/ lower tone + emotional expression

raise voice ↑ emphasize

HIGH LEVEL 4

C

Personally, I first learned of genetic engineering and its magical possibility to cure diabetes at a Biology Conference at the University of Toronto. At that very instant, I was overcome with emotions that I could not define. For years, I have researched and dreamed of a permanent cure for diabetes. Why diabetes? My closest cousin, when just an innocent child of about 9 years old, was discovered to be a victim of diabetes. I can still remember the terrifying moment of seeing him rushed to the hospital and seeing the tears and pain in his father's eyes upon discovering that his son's sugar level had reached 325, which meant death within two hours unless immediately treated with high amounts of insulin. I ask all of you to step into that innocent child's shoes and imagine having severe diabetes at the age of nine. Can you imagine having to poke needles into your arm until it turns blue and you even lose the feeling of it being part of your body? Please, I ask you to imagine not having the freedom to eat sugar, chocolate and other treats that children love, at the age of nine. When I try to imagine the pain, both emotional and physical, of that child, I am struck by fear and sadness. Realizing the fact that genetic engineering can cure all the pains and sorrows of not only diabetes but also diseases like cancer, cystic fibrosis, and arthritis, I have hope for a more glorious, harmonious and healthier era for all human beings.

In fact, genetic engineering has already influenced the lives of many patients, including Ashanti DeSilva, who *was* once a victim of a genetic disorder and could no longer fight infections in her body. However, the amazing miracle of genetic engineering was tried out on September 14, 1990 by a medical team. In this process, Ashanti's white blood cells were removed and normal genes were

lower tone, slow down and show an emotionally emphatic expression

ironic voice + emphasize

low tone, relaxed and low pitch

express emotional pain

raise hand gesture + sound evocative

high/ strong voice

D

inserted into her body. Fortunately, Ashanti is now living a much healthier, productive life without the pains, the sorrows and the bitterness of her disorder. It fills my heart with joy to realize that geneticists were able to give Ashanti the cure that finally set her free, and set an example for all mankind that it is possible to defeat genetic disorders.

sad expression

factual tone + sound enthusiastic

However, public support, funds, as well as believing in the miracles of genetic engineering are critical keys to further research and practice of this new and amazing technology. Public involvement will help scientists and governments provide the financial support along with the essential scientific equipment needed for the further development of genetic engineering.

Sound confident + hopeful

Unfortunately, as good and evil have existed side by side since the beginning of time, we need to stand up in support of genetic engineering, but also make sure that possible misuses of this technology are not put into action. Indeed, I will not deny the fact that genetic engineering can be misused to create 'superhuman' beings, or be used as a bio-weapon to cause destruction on this planet. However, humans have constantly faced obstacles, found solutions and reached beyond the beliefs of our ancestors. Well, why can't we work together and choose the right path of dedicating genetic engineering to curing genetic disorders, which can change the lives of all humans? Can't we all, as one species with the same blueprint and the same number of chromosomes, feel the pain of innocent children suffering from life-threatening diseases and patients lying in hospitals everywhere, and support genetic engineering? Many are already stepping forward to support genetic engineering and standing up to ensure that its misuses do not

sound disappointed

emphasize

questioning tone

Sound emphatic

raise voice + emphasize

Sound powerful use hand gestures

E

become a reality. For instance, in 1994, the Genetic Privacy Act in the United States was proposed to regulate any analysis, collection, storage, and use of DNA samples obtained in any genetics research program.

I always believed that anything is possible and now the choice is right in our hands. We can either choose to help or harm human beings with genetic engineering. We made history when Alexander Fleming first created penicillin. We made history when Neil Armstrong stepped on the moon. We made history when Yuri Gagarin flew into space and we made history when Terry Fox ran the Marathon of Hope. Now, let's all join hand in hand and make genetic disorders history.

- high powerful tone + confident tone
- display enthusiasm
- high voice but end slowly

F

BIBLIOGRAPHY

Bowers, Ray, et al. Biology. Toronto: Pearson Education Canada, 2002.

Human Genome Management Information System. "About the Human Genome Project." [URL: http://www.ornl.gov/TechResources/Human_Genome/project/about.html] February 18, 2002.

Jefferis, David. Cloning: Frontiers of Genetic Engineering. New York: Crabtree Publishing Company. 1999.

HIGH LEVEL 4

Teacher's Notes

Knowledge/Understanding

- The student demonstrates an exceptional degree of understanding of the facts surrounding the chosen issue. The student gives examples to illustrate the benefits to humankind of the proper use of genetic engineering (e.g., "In this process, Ashanti's white blood cells were removed and normal genes were inserted into her body"). The student also gives examples of possible abuses (e.g., "genetic engineering can be misused to create 'superhuman' beings, or be used as a bio-weapon to cause destruction on this planet").

Thinking/Inquiry

- The student supports the perspective taken using ideas that are highly relevant to the purpose and audience. The student builds a compelling argument for supporting genetic engineering, developing the analogy of DNA as a "blueprint" that can be modified "to correct the otherwise incurable diseases" that result from genetic disorders. The student masterfully draws on evidence from research sources to support his or her position (e.g., uses information from the 1994 Genetic Privacy Act to respond to fears about possible misuses of genetic technology).

Communication

- The student organizes information and ideas in an outstanding manner. The student provides a highly engaging introduction explaining the discovery of the "secrets" of DNA and the potential of genetic engineering to improve human life. The student uses personal anecdote and thoughtful and provocative statements and questions to engage the audience's sympathy (e.g., "Can you imagine having to poke needles into your arm until it turns blue …?").
- The student uses language and a voice that are highly appropriate. The tone is both inspirational and authoritative, and thus fully appropriate to the persona of a scientist seeking to improve the quality of human life, and to the purpose, which is to seek support for the use of genetic engineering. The language and tone are also appropriate to a general audience (e.g., the speech is given in lay language and makes an appeal to the audience's emotions).

Application

- The student uses oral presentation techniques with a high degree of effectiveness. The student includes rhetorical questions (e.g., "Can't we all, as one species … feel the pain of innocent children …?"), personal anecdotes (e.g., about the speaker's nine-year-old cousin who "was discovered to be a victim of diabetes"), repetition (e.g., of "We made history …" at the start of three consecutive sentences in the closing paragraph), and word play (e.g., "Now, let's … make genetic disorders history").
- The student builds in speaker notes with a high degree of effectiveness. The notes are wide-ranging, covering body language, mood, volume, emphasis, and pace, and are clear and easy to spot.
- The student predicts a realistic and highly effective resolution. The student confronts the potential of genetic engineering for abuse but cites the 1994 U.S. Genetic Privacy Act as evidence that "Many are … standing up to ensure that its misuses do not become a reality".

Comments

This work is representative of a high level-4 performance. The student demonstrates a high or outstanding degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a superb speech. The student thoroughly understands the task requirements. The speech is well researched, coherent, and persuasive. The persona of the geneticist is credibly maintained, and the appeal to the audience is powerful.

Next Steps

In order to improve his or her performance, the student needs to:

- proofread carefully to eliminate occasional examples of awkward usage (e.g., "I have researched and dreamed of a permanent cure for diabetes").

Teacher Package

English Exemplar Task
English, Grade 11, University Preparation (ENG3U)

Teacher Package

Title: The Speech Writer

Time Requirement: 6 periods of 75 minutes each

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from three strands: Literature Studies and Reading, Writing, and Language.

Students will:

1. analyse and interpret information, ideas, themes, and arguments in print and electronic texts;
2. organize and analyse information, ideas, and sources to suit specific forms and purposes for writing;
3. evaluate information and ideas to determine whether they are reliable, current, sufficient, and relevant to the purpose and audience;
4. select and use a level of language and a voice appropriate to the specific purpose and intended audience for a piece of writing;
5. use organizational patterns such as classification, definition, cause and effect, and chronological order to present information and ideas in essays, reviews, and summaries;
6. use techniques of oral presentation to communicate effectively, with a focus on coherent organization; correct grammar and sentence structure; the use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, and repetition; and the use of voice projection, gestures, body language, timing, visual aids, and technology.

Description of the Task

Present the following scenario to students:

You are a speechwriter who has been hired to write a speech defending a position on a significant, current social issue. You will identify the title of the person who has hired you to write the speech (e.g., local politician, activist, school president, scientist, artist, sports figure). You will also identify the intended audience, its specific interest in the issue, and the venue in which the speech will be delivered (e.g., conference, symposium, lecture). Using the conventions of effective speech making as a guide, you will research and critique the social issue you have selected, identify and defend a perspective on the issue, explore the consequences of your position, and make predictions for a successful resolution to the issue.

Final Product
Each student will submit:

- a cover page outlining the context for the speech (i.e., title of speaker, audience, venue);
- a script for a speech of 600 to 800 words on a significant social issue, accompanied by speaker notes to assist delivery (e.g., notes about voice, body language, timing);
- a bibliography.

Note: Although it will not be assessed as part of the exemplar task, the bibliography is an important component of the student work. Determine an appropriate bibliographic style for your students. Instruct them to use footnotes or endnotes if you think they are appropriate. Check that students have met your requirements in the work they submit.

Assessment and Evaluation
A task-specific rubric* will be used to evaluate the written speech. Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Teacher Instructions

Prior Knowledge and Skills
Before beginning this task, students should be familiar with the following:

- the concept of a "social issue";
- the components of an effective speech, including rhetorical devices.

Accommodations
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

Materials and Resources

- a ministry-approved Grade 11 textbook, from which to select a published speech for class discussion;
- library materials;
- Internet access, if available.

Plagiarism
It is important that you discuss copyright issues with your students. Their bibliographies must list all sources used for research, and if any quotations are taken directly from a source, they must be appropriately recognized. Copyright applies to text and visual materials taken from both the Internet and print sources. Plagiarism is defined as "using the work (or part of it) of another person and claiming it as your own".[1]

1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

The rubric is reproduced on pages 10–11 of this document.

Task Instructions

Day 1

- Discuss the performance task and the task rubric with the students.
- Place the students in small groups of four or five.
- Assign each group a specific area of societal concern, such as sports, science, religion, technology, literature, the arts, and so on.
- Have students identify what they would consider to be significant and complex social issues from their particular assigned area, and compile a list with their group members.
- As a group, students then select two issues from their list. Each group defends its choices in a short report to the class.
- Individually, students select a social issue to address in their speeches. They may select a significant issue from any area, but you must approve their choices.
- Have students identify course texts and/or other print or electronic sources that will support their chosen topic.

Day 2

- Students begin to research background information on their selected issue.
- As students investigate their topic, they should be looking for background information and various viewpoints on the issue in order to determine the perspective they wish to support in their own speech. Students make point-form notes, using Appendix A: Student Planning Sheet.

Day 3

- Students continue to research their topic and compile a bibliography.
- Students should complete their research during this period.

Day 4

- Review with the class the conventions of a speech and how to deliver a speech (e.g., coherent organization; use of rhetorical devices such as anecdote, rhetorical questions, short emphatic sentences, repetition, emotive language; use of voice projection, gestures, body language, timing). Students should take notes.
- Select a speech from one of the ministry-approved textbooks for Grade 11 English, University Preparation.
- In small groups, have students read the speech aloud and critique it, using Appendix B: Group Discussion Checklist, as a guide.
- Summarize their findings in a class discussion.
- Students prepare a cover page for their speeches.
  - The cover page must contain the following information:
    i) the title of the speaker (e.g., scientist, artist, sports figure, local politician, activist, school president)
    ii) the intended audience (To whom will the speech be delivered?)

iii) background information about the audience (What is their interest in the topic? What does the audience already know about the issue?)
iv) information about context (In what venue will the speech be delivered [e.g., symposium, conference, panel discussion, lecture hall, classroom, school council group]?)

Day 5

- Students write a first draft of their speech, using Appendix C: Speech Outline to ensure that their speech will be sufficiently challenging, logical, persuasive, entertaining, and relevant.
- Remind students that:
  a) the speech is to explain the issue, identify and defend a perspective on that issue, explore the consequences of the position taken, and make predictions for a successful resolution to the issue;
  b) the speech is to be 600 to 800 words in length and may be computer-generated or handwritten.
- Once students are satisfied with the content of their rough draft, instruct them to plan how the speech will be delivered by inserting notes and oral cues as indicated in Appendix D: Speaker Notes. Instruct students to add speaker notes and oral cues in the left-hand margin of the page (e.g., "pause here", "raise voice", "play song") so that the speaker can deliver his or her speech with little effort. Alternatively, students may wish to insert the cues into the body of the speech.
- You may wish to conference with students during Days 5 and 6.

Day 6

- Before students write their final script, have them refer to the Group Discussion Checklist (Appendix B).
- Students revise and polish their script and attach the cover page and bibliography.
- Students hand in their final product.

Follow-up Activity:
Students could exchange speeches and deliver them orally.

List of Appendices

Appendix A: Student Planning Sheet

Appendix B: Group Discussion Checklist

Appendix C: Speech Outline

Appendix D: Speaker Notes

Appendix A: Student Planning Sheet

Social Issue: _____

_____

Perspectives on Issue

*
*
*
*
*

Position Taken

*

Summary Points

*
*
*
*

Possible Resolution(s)

*
*
*

Sources Used

*
*
*
*

Appendix B: Group Discussion Checklist

Directions: Use the following checklist as a springboard for a group discussion about a speech. As well, ensure that you consider or include the following elements when writing your own speech.

Relevance

☐ Is the author's information relevant to the purpose of the speech?

Style

☐ Does the author pose rhetorical questions?

☐ Does the author use any anecdotes?

☐ Does the speech contain short emphatic sentences?

☐ Does the speech contain emotive language?

☐ Is the author's voice unique and consistent?

Organization

☐ Has the author chosen a specific organizational structure (e.g., cause and effect, chronological order)?

Purpose and Audience

☐ Does the speech use persuasive detail that is relevant to the author's purpose and to the audience?

☐ Is the speech directed to a specific audience?

☐ Have the needs of the audience been met?

☐ Does the author take a clear position on the issue?

☐ Does the author provide sufficient support for the position?

Bias

☐ Were there other relevant facts, ideas, or details that the author chose to leave out?

☐ Does the author state assumptions?

☐ Does the author demonstrate expertise?

☐ Does the author attempt a consistent viewpoint?

☐ Does the author acknowledge other viewpoints?

☐ Are there implicit messages in the speech?

Note: On the back of this page, record other key strategies, techniques, or features that make the speech effective or ineffective.

Appendix C: Speech Outline

Use the following outline to help you organize the structure of your speech.

Introduction

- ☐ an engaging opening (e.g., a provocative question, a stimulating anecdote, a challenging problem)
- ☐ a brief overview of the issue for the audience
- ☐ acknowledgement of what the audience already knows about the issue

Body

- ☐ a clearly stated position within an organizational pattern (e.g., cause and effect, chronological order)
- ☐ supporting arguments
- ☐ transitions that clarify sequence, contribute to coherence, and emphasize key points

Conclusion

- ☐ a summary of main points in the argument
- ☐ a prediction for a successful resolution to the issue
- ☐ a final statement to the audience

Appendix D: Speaker Notes

Note: Speaker notes can suggest ways to make a speech and its delivery distinctive, purposeful, authentic, and natural, thus enhancing its impact and enabling the speaker to achieve a successful performance.

Voice

- ☐ Have you made note of where inflections (changes of pitch) are required?
- ☐ Have you considered words that might need a different pitch or volume?

Body Language

- ☐ Have you indicated where the speaker might make specific gestures for emphasis?
- ☐ Do your speaker notes indicate when specific movements need to be made?

Timing

- ☐ Have you indicated where the speaker might pause?
- ☐ Have you indicated where the speaker might change the pace of delivery?

English College Preparation (ENG3C)

A Proposal for a School-Based Initiative

The Task

Students were presented with the following scenario:

> A local community-service organization has offered to donate $5,000 to fund one school-based initiative designed to promote school spirit. You will select an initiative and develop a written proposal that includes a plan describing the initiative and a persuasive covering letter in support of the initiative. The community organization will review the submissions and select the initiative that best promotes school spirit.

Final Product

Each student was to submit a two-part proposal consisting of:

- a detailed plan of a selected initiative;
- a persuasive letter in support of the initiative.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from two strands: Writing and Language.

Students will:

1. select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
2. recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;
3. select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications;
4. use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays;
5. select and use appropriate organizational patterns to structure written work;
6. use a variety of organizational structures and patterns to produce coherent and effective written work.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 111–118 of this document.

Task Rubric – A Proposal for a School-Based Initiative

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
	The student:				
4	– demonstrates an understanding of how the selected initiative will support school spirit	– demonstrates limited understanding of how the selected initiative will support school spirit	– demonstrates some understanding of how the selected initiative will support school spirit	– demonstrates considerable understanding of how the selected initiative will support school spirit	– demonstrates thorough understanding of how the selected initiative will support school spirit
Thinking/Inquiry					
	The student:				
5	– creates a logical and detailed plan	– creates a plan with limited logic and detail	– creates a plan with some logic and detail	– creates a plan with considerable logic and detail	– creates a plan with a high degree of logic and with extensive detail
Communication					
	The student:				
3	– adopts a tone and language in the letter that are appropriate to the purpose and audience (e.g., businesslike, courteous)	– adopts a tone and language in the letter that are appropriate to a limited degree	– adopts a tone and language in the letter that are somewhat appropriate	– adopts a tone and language in the letter that are appropriate to a considerable degree	– adopts a highly appropriate tone and language in the letter
1	– writes a persuasive letter to the community-service organization (e.g., lists advantages of the initiative, provides supporting evidence, develops logical arguments)	– writes a letter that is persuasive to a limited degree	– writes a letter that is somewhat persuasive	– writes a letter that is persuasive to a considerable degree	– writes a highly persuasive letter

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
	The student:				
2	– uses the language structures and conventions of standard Canadian English accurately	– uses the language structures and conventions of standard Canadian English with limited accuracy	– uses the language structures and conventions of standard Canadian English with some accuracy	– uses the language structures and conventions of standard Canadian English with considerable accuracy	– uses the language structures and conventions of standard Canadian English with a high degree of accuracy
6	– produces an effective proposal for the community-service organization (e.g., coherent, relevant, complete)	– produces a proposal of limited effectiveness	– produces a proposal that is somewhat effective	– produces a proposal of considerable effectiveness	– produces a proposal that is highly effective

*The expectations that correspond to the numbers given in this chart are listed on page 75.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

A Proposal for a School-Based Initiative BELOW LEVEL 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at "below level 1". (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at "below level 1". Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- demonstrates very little or no understanding of school spirit (e.g., selects a one-time "fun" event; selects a "personal" initiative that reflects the student's own interests but that will affect few other students);
- does not explain how the initiative supports school spirit;
- describes an initiative that is unrealistic or inappropriate in a school setting;
- demonstrates an inadequate understanding of the task.

Thinking/Inquiry

The student:

- states opinions without providing supporting evidence;
- outlines steps that are not logically related to each other or to the task;
- outlines a few main steps but omits many relevant details that would explain how the proposal is to be carried out;
- includes steps in the plan that are not relevant to or consistent with the proposal as it is described in the letter;
- does not develop the outline along the lines indicated in Appendix A: Suggested Plan Outline, with the result that similar information is repeated in the plan and the letter.

Communication

The student:

- uses an informal tone and language that are inappropriate for a business letter;
- shows very little or no awareness of the audience being addressed;
- does not clearly state why and for what purpose the donation is being requested;
- uses very few or no persuasive strategies such as positive language, supporting arguments/examples, and/or courteous forms of address;
- does not demonstrate an awareness that the proposal will be compared with other proposals.

Application

The student:

- uses the language structures and conventions of standard Canadian English with frequent errors;
- does not follow the format or observe the conventions of a business letter;
- provides conflicting information;
- presents a disorganized series of loosely linked statements rather than a coherent proposal;
- omits a significant part of the proposal, such as the plan or the letter.

Comments

The student does not understand the requirements of the task. The selection of an inappropriate initiative prevents the student from developing a logical plan. The proposal is not coherent and omits important details. The local community organization would be very unlikely to support it. Considerable work is needed to improve the student's ability to write clearly and correctly.

Next Steps

In order to improve his or her performance, the student needs to:

- review the requirements of the task and the criteria listed in the task rubric;
- learn about the meaning of school spirit and how it is promoted and sustained;
- select an appropriate initiative and outline it clearly and with sufficient detail to make it comprehensible;
- explain how the initiative would enhance and support school spirit;
- review the structure and conventions of a business letter and the techniques of persuasive argument;
- develop a logical and well-thought-out plan for implementation that includes all relevant components;
- review the language structures and conventions of standard Canadian English and use them correctly in written work.

A Proposal for a School-Based Initiative LOW LEVEL 1

A

[redacted]

September 7, 2000

Sir or Madame
Director of Community Service Organization
[redacted]

Dear Community Service Organization:

I am writing to you in concern of the need of school spirit in our Secondary School. I have been going to this school for the past three years, and have found that our school doesn't have enough school spirit as which as it could have. I feel that our school could dramatically increase our school spirit by hosting a talent show.

We would inform the students a few months ahead of the actual show, then have the students organize their own groups, or work on their own, to practice, and be ready to perform.

In order to accomplish this task, I am writing to you for a donation of $2,500. With this money we could assemble a sound system. Therefore the sound coming from our talented students could be heard more clearly.

Also, the sound system wouldn't just be used for the talent show but could be used for assemblies, announcements, dances, etc.

Thanks for you time and consideration, your donation would be generous,

Yours sincerely,

Concerned Student

Concerned student

B

Appendix A: Suggested Plan Outline:

Description of Initiative:
*My description of initiative is to install a sound system, so then the students at school can show off their talent. There are many different ways they can show it; for example by playing their instrument, singing, dancing, acting, sport related, computer related, etc.

Location:
*The talent show would be located in the gym, or else if necessary can be placed outside.

Implementation Steps:
*The first step is to buy and install the sound system.
*Then inform the students of the talent show.
*Organize groups and watch performances before hand by either the Principal/Vice-principal to make sure it's suitable for all audiences.

Timelines:
*January 2000; buy and install sound system.
*February 2000; inform students of talent show.
*April 2000; have participating students registered and signed up
*May 2000 watch performances.
*June 2000 talent show.

Estimated Costs:
*$2,500; for the sound system
*Students talent; priceless.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of how the initiative will support school spirit. The student proposes to increase school spirit by hosting a talent show and is requesting $2,500 for a sound system. The impact of a sound system and a talent show on school spirit can be inferred, but is not explained. In the covering letter, the student suggests additional uses for the sound system, but the plan outline focuses only on the proposed talent show, and makes no reference to ongoing use of the sound system to support other activities to enhance school spirit.

Thinking/Inquiry

- The student creates a plan with very limited logic and detail. The student's assumption that a sound system is a necessary prerequisite to a talent show is logically weak (e.g., "My description of initiative is to install a sound system, so then the students at school can show off their talent"). The plan is a skeletal outline with few details about the many steps involved in selecting and installing a sound system and organizing a talent show.

Communication

- The student adopts a tone and language in the letter that are appropriate to only a limited degree. The letter is courteous (e.g., "Thanks for you time and consideration, your donation would be generous"), but the language is informal and chatty rather than businesslike (e.g., "I have been going to this school for the past three years, and have found that our school doesn't have enough school spirit as which as it could have").
- The student makes very limited use of persuasive argument in the letter. The reasons why a sound system would promote school spirit are not presented coherently in a single argument, and the attempt to persuade the organization to accept the proposal is weak (e.g., "With this money we could assemble a sound system. Therefore the sound coming from our talented students could be heard more clearly").

Application

- The student uses language structures and conventions with limited accuracy. The letter contains a number of errors in grammar and language use (e.g., "writing ... in concern of"; "enough school spirit as which as it could have").
- The student produces a proposal of very limited effectiveness. The proposal lacks a clear focus. The student divides attention between the sound system and the talent show, and does not convincingly demonstrate that he or she has thought through the details of carrying out the plan.

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding category of knowledge and skills, as well as in one criterion in each of the Communication and Application categories. However, in the Thinking/Inquiry category, and in one of the criteria in each of the Communication and Application categories, the student demonstrates a very limited degree of achievement.

The result is a proposal that only just meets the task requirements. The connection between the components of the initiative – the sound system, the talent show, and school spirit – is not stated. The fact that the student is requesting only half the offered amount of $5,000 is one indication that he or she has not thought the plan out carefully.

Next Steps

In order to improve his or her performance, the student needs to:

- carefully reconsider the task requirements (e.g., including the amount of money available);
- develop a better understanding of the meaning of "school spirit";
- establish a clear focus for the proposal;
- review and apply techniques of businesslike and persuasive writing;
- provide more detail in the proposed plan;
- review correct use of language conventions, and edit and proofread work carefully.

A Proposal for a School-Based Initiative LEVEL 1

A

2002-05-22

Our school spirit is getting low and we have come up with an idea to get it back up. We will hold a flag football tournament. The tournament will be 2 days during school hours in September to kick off the school year. For lunch we will have a BBQ.

With our tournament that we will have would be the best way to improve our school spirit because our schools best sport is football. For all the football games that we have at home we get a lot of fans to come out. Some girls like to play football and if we played tackle they really wouldn't have fun but they can play if its not tackle and that's why we choose to use flags. Our school has tried to have a dance to raise our spirits but that just doesn't seem to do the trick.

If you can donate our school $5,000 to hold our tournament we will be very grateful. A detailed breakdown of the costs is enclosed. Our teams jerseys for the tournament will be sponsored by your organization on the front and on the back. In addition the sign up sheets that we will be putting up around the school will be thanking your organization. Finally after the tournament we will be asking the local newspaper to write a story about our tournament and they will know that your organization gave us the money to help out our school.

Yours truly,

B

Report

To: [redacted]
From: [redacted]
Date: May 16, 2001
Re: Funding to increase school spirit

Description of Initiative

To increase the school spirit at our school we have come up with an idea. We are going to have a flag football tournament. We would ask you to sponsor our school $5,000 to help give us some new flag football equipment and get jerseys for each team. The tournament will be 2 days long and during the day we will have a lunch break. We will have a BBQ and cook some hot-dogs. For the games we will have speakers so we can have music to listen to and so everybody can here us when there are new games about to start and there is no time wasting because they don't know when they are playing.

Location

For the games that we will have they will be held at our school field. They will be teams of 5 so they will only be cross field games. There will be two going on at once. For the lunch break the BBQ will be held in the court yard at our school. Some people might just go out for lunch but, besides the people going out for lunch this will all be held at our school.

Implementation Steps

In order to make this tournament work we will have a sign up sheet going around the school to let them make their own teams of 5. We will also have a few posters around the school. Since it wont cost any money to join there will be a lot of teams coming out. After we have made all the teams we will go to [redacted] and buy some new equipment and get the jerseys. When we have all the equipment and jerseys, we will go to [redacted] and buy some hot-dog buns and hot-dogs for the BBQ.

Timelines

For the tournament we will have it will last 2 days. We will go to school for the first period, and at 11 we will let all the kids out that are going to play in the tournament. At 1:30 we will have our lunch break the BBQ we go on then. The lunch break will go until 2:15 and after that the games will continue until 3:00. The first day will be everybody plays and on the second it will be the round robin for the playoffs and the final 2 games.

Estimated Costs

The flag football equipment will cost $3,000. That's for the equipment and the jerseys all together. The food that we will have will cost $600 for the hot-dogs and the buns. The pops will cost $200. Our school already has a BBQ and speakers so we don't need those. We will get some posters up around the school to get some sign ups.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of how the initiative will support school spirit. The student understands both the need to focus on an activity that will be popular and the need to include a broad range of students (e.g., proposes flag football rather than tackle so that girls can be involved as well). However, the student shows a limited understanding of the difference between promoting school spirit and providing a "fun" event for students (e.g., "Our school has tried to have a dance to raise our spirits but that just doesn't seem to do the trick"). The student does not demonstrate understanding of the ongoing nature of school spirit.

Thinking/Inquiry

- The student creates a plan with limited logic and detail. Although the student identifies a number of sequential steps for implementing the plan, the description of the initiative only reiterates the information provided in the letter. The student does not seem to realize that the organization might find an estimate of $3,000 for unspecified equipment (flags?) and jerseys for a single event unreasonable.

Communication

- The student adopts a tone and language in the letter that are appropriate to only a limited degree. The letter is courteous (e.g., "we will be very grateful"), but the approach is familiar and informal rather than businesslike (e.g., "Our school spirit is getting low and we have come up with an idea to get it back up").
- The letter makes limited use of persuasive techniques. The student does point out several ways in which the donor organization will receive recognition for its help (e.g., the students will ask the local newspaper to highlight the organization's support in an article about the tournament). However, the student provides little supporting evidence to explain why this proposal would be an effective way to enhance school spirit, and why the organization should consider it the best proposal to fund.

Application

- The student uses language structures and conventions with limited accuracy. There are only occasional spelling errors but frequent errors in punctuation. Run-on sentence structures sometimes obscure meaning.
- The student produces a proposal of limited effectiveness. The inclusion of a significant amount of irrelevant information suggests lack of focus (e.g., information about students going out for lunch versus staying for the barbecue, stores where provisions will be purchased). At the same time, some relevant information is omitted (e.g., the estimate of $3,000 for equipment and jerseys is quite high and needs to be explained).

Comments

This work is representative of a solid level-1 performance. The student demonstrates achievement of the expectations to a limited degree in all four categories of knowledge and skills.

The result is a proposal that addresses a one-time, fun experience for students, showing a superficial understanding of school spirit and a limited grasp of how to present a convincing proposal.

Next Steps

In order to improve his or her performance, the student needs to:

- develop a better understanding of the meaning of "school spirit";
- explain clearly how the football tournament will help build school spirit among the student body;
- revise to eliminate repetition and irrelevant detail;
- rethink and review to identify relevant details that need to be included;
- review guidelines for the correct use of punctuation (especially the apostrophe) and sentence structure (to correct run-on sentences).

A Proposal for a School-Based Initiative HIGH LEVEL 1

A

Supporting Letter

June 4 2002

Dear _____,

My plan for this letter is to get a $5000 donation from you to construct a new mural for our school. It's location will be in the cafeteria where the old mural used to be. This would be a good idea for the school and would raise school spirit.

By doing this I feel it would promote school spirit best because it would add brightness and creativity to the school atmosphere which students love. Many classmates would enjoy having a new mural and it would make them want to hang out in the cafeteria more. A high school doesn't feel right without a mural created by the students. Almost every high school I've been in has had a mural and each one is very unique and one of a kind. Our school deserves a new mural seeing that our old one was torn down for construction purposes and was not replaced. By replacing the mural it would make lots of students happier including myself.

What I hope to accomplish with this letter is a donation from you to put towards the completion of a new mural for our school. It would be very much appreciated and enjoyed from me and all the current students at school and all the students to come in future years. So I think that you should consider my idea and approach it as something that needs to be looked into and completed. Thank you very much for your time

Sincerely,

B

Appendix #1

Description of Initiative

With the $5000 we are receiving I feel that we should get a new mural in the cafeteria where the old one used to be. There is lots of planning and organization that will be required to complete this assignment which will be addressed later. The designing and completion of the mural will be accomplished by student artist.

Location

The best place for the mural would be at the west side of the cafeteria in the same place the old mural was.

Steps for Implementation

To complete the mural we will have to get 5-10 student artist that are willing to paint the mural on there own time. After there are found they will have to create a rough sketch on what they want the mural to look like and what paint colours are needed for the mural. We will also have to figure out what paint brushes will be needed for finer details and more spaced spots. Other materials like pain trays, stir sticks, edging tape, and paint thinner will have to be obtained as well.

Timelines

To prepare all of this it would probably take around a month or more. When all of the preparation is completed we will then start to sketch on the wall and start to paint which would take another 2 months or so depending on students schedules.

Costs

The total cost is another thing we will have to figure out to see if we pass the limit or not. The approximate cost of all the acrylic paint would be around $2000, and brushes would be around $500 and another $500 for other materials. All the materials can be bought within the area. So the total approximate price would be $3000 to $3500 which is good considering that there will be left over money for the school to donate for other purposes that funds are needed.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of how the initiative will improve school spirit. The student's proposal includes having students paint a mural on a wall in the cafeteria. Although this could be an exciting project for the school, the student only minimally addresses the impact on school spirit (e.g., "Many classmates would enjoy having a new mural and it would make them want to hang out in the cafeteria more").

Thinking/Inquiry

- The student creates a plan with some logic and detail. The student identifies sequential steps (e.g., recruiting student artists, making rough sketches, selecting colours, buying supplies) but omits some obvious ones such as deciding on the content or theme of the mural. The timelines are reasonable, given the scope of the initiative. The cost estimates are vague, and the student does not try to make a case for requesting the full amount of the money being offered.

Communication

- The student adopts a tone and language in the letter that are appropriate to a limited degree. The tone is polite (e.g., "It would be very much appreciated ... Thank you very much for your time") but also has an abrupt quality that is awkward rather than businesslike (e.g., "My plan for this letter is to get a $5000 donation from you to construct a new mural for our school").
- The student makes limited use of persuasive argument in the letter. The reasons given to support the initiative include improving the atmosphere in the cafeteria, making the students happier, and giving the school something that other schools already have. The connection to school spirit and the summing up of the argument are weak (e.g., "So I think that you should consider my idea and approach it as something that needs to be looked into and completed").

Application

- The student uses language structures and conventions with limited accuracy. There are a number of mistakes in usage and/or spelling (e.g., "there" instead of "their", "it's" instead of "its").
- The student produces a proposal of limited effectiveness. Although the student shows enthusiasm for an initiative that has the potential to enhance ongoing school spirit, he or she does not explore the reasons why it would do so. The student's outline of implementation steps ignores some key aspects of the project.

Comments

This work is representative of a high level-1 performance. The student demonstrates achievement of the expectations to a limited degree in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. In the Thinking/Inquiry category, however, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The student has proposed an initiative with the potential to enhance school spirit. However, because the student does not offer strong reasons why the mural would boost school spirit or suggest ways to involve large numbers of students in the project, the proposal is of limited effectiveness.

Next Steps

In order to improve his or her performance, the student needs to:

- develop a better understanding of the meaning of "school spirit";
- provide a more detailed explanation of how the proposal will enhance school spirit;
- include more relevant details in the implementation section;
- review the elements of persuasive writing;
- proofread to eliminate errors in spelling and grammar.

A Proposal for a School-Based Initiative LOW LEVEL 2

A

June 10, 2002

Coordinator, Community Service Organization

Dear Coordinator:

I am a grade 11 student and have been given the chance to raise school spirit. I have a great idea on how I can achieve this task.

The way to raise our schools spirit is to construct a bleacher on the sports field. This will make the attendance grow at sports games and make the school's appearance greater.

Having this bleacher will make our audience at the game much happier and raise their school spirit. Our students want to watch the games outside, but they have nowhere descent to sit, no shade or shelter from the rain. Our bleacher will have three levels of seating, which are painted with the school colours. The steel frame and roof sheeting will be rust proof. This will provide adequate shelter form the sun and rain. This makes the perfect seating environment for the audience. The bleacher will be placed in front of the tennis courts and able to fit approximately two hundred people. This is what the student body wants and now we can give it to them. Our sports teams will become more popular, both to play and watch. Eventually the whole school might come down with a case of "sports fever" and make this school proud of our sports teams.

A bleacher at our school will raise attendance at games and definitely raise school spirit. This will be a great investment because soccer and football leagues will pay us for the use of the field for some games. As a result we can make some money off our investment. Think this over and watch our students become full of school spirit and lots of money from the leagues.

Sincerely,

B

Project Bleacher

[redacted]

Description of Initiative

My idea is to raise school spirit and attendance at outdoor sports games is to create bleachers. These bleachers will seat around 200 students.

Location

The construction of the bleachers will happen on one side of our main field in front of the tennis courts.

My Implementation Steps

I will take my idea to our principal, [redacted] and talk to a board representative if necessary. I will show them my plan design on what and where we want it. I will tell Mr.[redacted] that having a place to sit outside during breaks, lunches and sports games will increase school spirit. This will also make our school appearance greater. The sports games will become more popular to watch and play. The construction of the bleachers will have a steal frame with wooden benches. There will be a steel sheet for a roof to make shade and shelter from the rain. We will paint it in traditional [redacted] colours of red, white and black.

Timeline

The construction of [redacted]'s bleacher will occur during this summer (2002). They will work during summer to have the bleacher ready for fall season sports.

Estimated Costs

The cost of all the bleacher construction is 5000 dollars. This is split up as the following:

1. 1500 dollars for wood.
2. 1500 dollars for steel poles and sheets
3. 300 dollars for paint
4. 200 dollars for screws, nuts and bolts
5. 1500 dollars for the workers pay.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of how the bleachers will support school spirit by linking pride in school teams to school spirit (e.g., "Eventually the whole school might come down with a case of 'sports fever' and make this school proud of our sports teams"). The student makes the assumption that bleachers will automatically increase attendance at games and that therefore school spirit will improve, but does not consider any other reasons for poor attendance at games.

Thinking/Inquiry

- The student creates a plan with limited logic and detail. The student includes the step of discussing the plan with the principal (and the school board, if necessary), but then simply reiterates *why* the bleachers should be built rather than outlining *how* this might happen.

Communication

- The student adopts a tone and language in the letter that are somewhat appropriate. The student's detailed account of what the proposed bleachers will look like is businesslike, but the manner of addressing the organization is occasionally too informal (e.g., "Think this over").
- The student writes a somewhat persuasive letter (e.g., concludes the argument with the emphatic statement that "A bleacher at our school will raise attendance at games and definitely raise school spirit"). However, the student ends the letter by asserting that the bleachers will provide additional income for the school because other leagues will want to rent the facilities. This notion detracts from the persuasiveness of the letter because it comes as an afterthought, is not substantiated, and is not included in the plan.

Application

- The student uses language structures and conventions with some accuracy. There are several errors in grammar and spelling (e.g., "Our bleacher *will have* three levels of seating, which *are* painted with the school colours"; "descent " for "decent", "steal" for "steel"), and the student sometimes makes awkward word choices (e.g., "This will make the attendance grow at sports games and make the school's appearance greater").
- The student presents a proposal that is somewhat effective. The idea of constructing bleachers to entice more students to attend outdoor sports is feasible. However, the proposal sometimes lacks focus and coherence (e.g., the reason for constructing the bleachers and the physical description of the bleachers themselves are intermingled; it is not explained how money raised by leasing the sports field to other leagues will support school spirit).

Comments

This work is representative of a low level-2 performance. The student demonstrates achievement of the expectations to some degree in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. In the Thinking/Inquiry category, however, the student demonstrates only a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

The result is a somewhat effective proposal. The student demonstrates enthusiasm for the project and has given considerable thought to the design and location of the bleachers.

Next Steps

In order to improve his or her performance, the student needs to:

- review the task to gain a better understanding of the required elements (e.g., the different purposes of the letter and the implementation plan);
- provide a more detailed explanation of how the proposal will support school spirit;
- organize the information more logically and coherently and explain ideas more fully;
- proofread work to eliminate errors in spelling and grammar.

A Proposal for a School-Based Initiative LEVEL 2

A

[redacted]

June 7, 2002

[redacted]

To raise school spirit, comparisons could be made. I suggest that we create a wall displaying past and present success. This wall would include school colours, trophies, plaques, and photos of all events. It would be put together in such a way that people would see it and be encouraged to go out and do the same thing. The construction of this would be done by students and teachers.

Many students have school spirit, not many bring it out though. By seeing what past students have accomplished, they may be given that extra push to do the same thing. Students could see people who have won academic awards and push them to work harder in class, or see the trophy the soccer team won and encourage them to try out for a team. This wall would provide the kicker for students who are not sure of themselves.

It would be greatly appreciated of you would take my idea into consideration. I know this would provide spirit to our school, and help students realize that we have accomplished a lot over the years and we still can. Good grades, musicals, sports, art abilities and so much more are in our grasp. The wall of spirit should be put into place for our future classes.

Sincerely

[redacted]

B

Wall of Spirit

Description

A wall in the school would be cleared. It would be painted red, white, gold and black, the [redacted] colours. We would use plaster moulds to make large [redacted] letters. They would be placed at the top of the wall. A large case would be built of lumber. It would need to be stained to get that grain finish. Plexi glass would cover the contents as sliding doors. This case would be filled with trophies, plaques and awards for academics, sports, all past successes. There would be framed pictures of teams and clubs from past to present years. Also, there would be pictures of activities, such as coffee house, assembles, musicals, highlights from trips, and top quality art work. There would be little write ups all over to explain what was happening at the time, and to say who was there. This wall include anything to do with school spirit.

Location

A large wall located in a hall that is well travelled. This so everyone can see it.

Implementation Steps

We would start by gathering together students and teachers. We would discuss what would go in the case, and how it would be made. Decisions would be made to decide who would gather materials to make the case, equipment that may be needed, and decorate the wall, and who would get together the trophies, etc. We would figure out costs and extras. Then develop a time limit.

Time Lines

This would take about three weeks. It would be done by students and teachers. It would take about two days to paint the wall. A few days for the case to be assembled. While people do this, others will be looking for the contents of the Wall of Spirit. They would also be working out a plan of how the wall will be arranged. The remaining days will be spent making final touches.

Estimated Costs

- paint - $250 - we would need about three cans of each colour.
- lumber - $300 - it would be long and it would have to be strong to last a life time.
- plexi-glass - $400 - this would be needed to cover open areas of the case.
- nails or screws - $100

C

- plaster and moulds - $100 - for the [redacted] letters.
- frames - $100 - for the pictures to keep them safe.
- stain - $100 - to give the case a nice finish
- extras - $500 - any extra things that may come up, nails, paint brushes or rollers, etc.
- After all of that, there will be around $3100, this would be given to extra curricular activities.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of how the wall display will support school spirit (e.g., "By seeing what past students have accomplished, they [the students] may be given that extra push to do the same thing"). The student's references to the achievements of past students demonstrate awareness that school spirit develops over time. However, the student seems to understand school spirit primarily as a way to motivate individual student achievement (e.g., "Good grades, musicals, sports, art abilities ... are in our grasp").

Thinking/Inquiry

- The student creates a plan with some logic and detail. The student includes necessary preparatory steps (e.g., gathering students and teachers to discuss ideas and allocate tasks). The student outlines the estimated costs, but the total amount falls far short of the $5,000 that the organization is prepared to donate. The description of the display case is detailed, but the size of the case and how it fits in with the design of a "wall of spirit" is vague (e.g., "lumber – $300 – it would be long and it would have to be strong to last a life time").

Communication

- The student adopts a tone and language in the letter that are somewhat appropriate. The language is courteous (e.g., "It would be greatly appreciated of you would take my idea into consideration"), but the letter lacks the clear opening statement of purpose required in a business communication (e.g., "To raise school spirit, comparisons could be made").
- The letter is somewhat persuasive, especially in its positive outlook and language (e.g., "Good grades, musicals, sports, art abilities and so much more are in our grasp. The wall of spirit should be put into place for our future classes"). However, the student does not provide evidence to support the argument that a wall display will inspire school spirit, as opposed to pride in individual achievement.

LEVEL 2

Application

- The student uses language structures and conventions with some accuracy. Spelling is mostly correct, but there are some obvious errors in grammar and sentence structure (e.g., "This wall include ..."; "A large wall located in a hall that is well travelled. This so everyone can see it").
- The student produces a proposal that is somewhat effective. A "wall of spirit" displaying past and present achievements of the students could be a permanent source of pride and inspiration. However, it appears that the student has paid too little attention to the financial aspect. The amounts for some items (e.g., picture frames) seem unrealistically low, and no attempt is made to justify allocating more than half the money to unspecified "extra curricular activities".

Comments

This work is representative of a solid level-2 performance. The student demonstrates achievement of the expectations to some degree in all four categories of knowledge and skills.

The result is a somewhat effective proposal. The student proposes an appropriate and interesting initiative and provides reasonably full information in some areas. In other areas, however, the proposal needs more thought.

Next Steps

In order to improve his or her performance, the student needs to:

- expand the scope of the project to justify asking for the full amount of the donation;
- review the components of a business letter;
- review the elements of persuasive writing;
- proofread work carefully to improve sentence structure.

A Proposal for a School-Based Initiative HIGH LEVEL 2

A

School Initiative Co-ordinator
May 24, 2002

Dear Ms.

I am proposing that a statue be built to represent _____ _____ Secondary School in _____, Ontario. The statue will be located in the front of the school near the existing sign. I believe that having a statue to represent _____ will be an asset to the school. I believe that it will help enhance school spirit and give the students and staff a sense of pride.

I believe that the statue will help enhance school spirit because the students and staff will be able to actively participate in the school community. Both students and staff will have the opportunity to draw and vote on possible statue ideas, they will also have the opportunity to vote on the material to be used for the construction of the statue.

I believe that the creation of a statue to represent the school will not only help enhance school spirit, but also give the staff and students a sense of pride. I believe this to be true because the staff and students will be able to look at what they have created each day and be proud of what they together have created.

In conclusion, I am proposing that a statue be built in order to enhance school spirit and give the _____ community a sense of pride. Not only will the statue allow people to participate in their school community, but also upon completion the statue will add some character to the school.

All the Best,

B

To: School Initiative Co-ordinator
From: [redacted]
May 14, 2002

Description of Initiative

The reason this proposal is being written is to request funding in order to build a statue to represent [redacted] Secondary School. Students and staff will participate in drawing and voting upon possible statue ideas. It is believed that this will enhance school spirit because students and staff will actively participate in the school community. This will also give the staff and students of [redacted] a sense of pride, because each day they can look at what they have created and admire what they have done for their school community.

Location

The statue will be located in front of the main office of [redacted] Secondary School in [redacted], Ontario near the existing sign.

Implementation Steps

If the appropriate funding is given the plan for action is as follows:

1. Have students and staff draw what they feel is an appropriate idea for a statue to represent [redacted] Secondary School.

2. Have staff and students vote for what they feel to be the best drawing. Voting will be held in the large gym and will be supervised by the principal and vice principals.

3. Students and staff will vote on the material to be used to construct the statue. Voting will take place during the morning class after the design of the statue is chosen. Each member of the staff and each student will write down the material they would like to see used for the statues construction.

4. After the selection process is complete, the construction of the statue will begin.

5. When the construction is finished, the new statue will be unveiled for all of the students and staff to see.

HIGH LEVEL 2

C

Time lines

The entire process is expected to take six weeks. One week for drawing, one week for voting on the drawings and material to be used and four weeks for the construction and unveiling of the statue will be the allotted time given for each area.

Estimated Costs

Depending on the size and material used to construct the statue, it is expected to cost approximately $ 3000.00 to $ 5000.00.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of how the statue will support school spirit (e.g., "the staff and students will be able to look at what they have created each day and be proud of what they together have created"). The student links school spirit with both a sense of pride in the school and active participation of students as a community in a school-wide project. However, the student gives no examples of the type of statue that might be constructed, thus missing an opportunity to clarify how it could strengthen pride in the school.

Thinking/Inquiry

- The student creates a plan with considerable logic and detail (e.g., "2. Have staff and students vote for what they feel to be the best drawing. Voting will be held in the large gym and will be supervised by the principal and vice principals"). The progression of events is clear and straightforward. The student presents a logical reason for omitting an exact estimate of costs.

Communication

- The student adopts a tone and language in the letter that are somewhat appropriate. The overall approach is businesslike (e.g., the letter starts with direct statements, outlining the scope of the proposal, the location of the statue, and the reasons for building it). However, the phrasing is somewhat repetitive (e.g., "enhance school spirit", "a sense of pride", "I believe" are used three or four times each) and the closing salutation, "All the Best", is too casual for a business letter.
- The letter is somewhat persuasive in explaining that the statue will not only encourage participation but will also enhance the image of the school (e.g., "Not only will the statue allow people to participate in their school community, but also upon completion the statue will add some character to the school"). However, the student's statement that the statue will enhance school spirit and create a sense of pride needs further elaboration to be convincing.

Application

- The student uses language structures and conventions with considerable accuracy. Spelling and grammar are generally correct, although there are some weaknesses in sentence structure (e.g., run-on sentence: "Both students and staff will have the opportunity to draw and vote on possible statue ideas, they will also have the opportunity to ...").
- The student produces a proposal that is somewhat effective. The student presents a credible idea and gives a clear, well-organized outline of the main steps for carrying it out. However, the student's explanation of why the project will enhance school spirit is lacking in specific detail.

Comments

This work is representative of a high level-2 performance. The student demonstrates achievement of the expectations to some degree in the Knowledge/Understanding and Communication categories of knowledge and skills, as well as in the second criterion in the Application category. However, in the Thinking/Inquiry category and in the first Application criterion, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

The result is a somewhat effective proposal. The student proposes a feasible concept and presents the implementation steps in an organized way, but neglects to include some relevant details.

Next Steps

In order to improve his or her performance, the student needs to:

- provide more evidence showing how the project will enhance school spirit, not just during the planning stage but also after it is built;
- proofread carefully with particular attention to the structure of sentences.

A Proposal for a School-Based Initiative LOW LEVEL 3

A

Any Student, Anywhere
Anywhere, On. Postal Code

June 4, 2002

Local Service Organization
Any Town, On. Postal Code

Dear Local Service Organization:

I am writing to persuade you to donate $5000 to me for my school initiative in order to raise school spirit. My initiative is a botanical word garden. My initiative is the best to promote school spirit because it makes a statement about the school and also beautifies both the school and the neighbourhood.

In the past our school has had a garden like this but it was not great. It was small, out of the way and nobody knew what it was. I plan to make my garden visible and stand out. My school needs to have something to look at that is beautiful and also says something about the school.

My initiative is unique in that no other school around has this. It is an original idea that is saying the students of our school have spirit and care about the school.

There are many people that benefit from this project. Not only will it beautify our school, but it will make the rest of the community look great as well. It is a beautiful thing for everyone to look at and enjoy. It might even convince other schools to do the same thing.

B

I recommend that you do sponsor me because my initiative will promote school spirit and will cause the community to be proud to have our school in the neighbourhood. It will promote school spirit because everyone in the school will be involved through a barbeque and word of my initiative will spread.

Yours Truly,

a Student

A Student.

C

Plan Outline

May 3rd.

Description of Initiative:

My project will be a botanical garden. It will say [redacted]CI[redacted]. The words will be made of blue and yellow pansies. Around the flowers will be white pebbles. On either side of '[redacted]CI' there will be one blue and one yellow paw print. The garden will be 2½m wide and 1½ m high.

There will be two, 3½ ft tall soapstone bear carvings on either side of the garden. They will be placed in the top left & right corners. Also, in the garden there will be ground garden lights in every corner.

I am doing this because it will beautify the school, and when people drive by they will know that [redacted]CI has school spirit. I have also volunteered to care for the garden.

Location:

The location of the garden will be on a part of the patch of grass outside of the gym in front of the school.

I chose this location because everyone can see it when driving by, and there usually aren't people running around here.

Implementation Steps:

The first step is to plan out and design the garden according to the description. I will measure out the garden, 1½ m x 2½ m. Next I will dig out the garden and put down some previously purchased top soil.

The next thing I must do is get wood and cut it to go around the garden. I will also purchase garden lights the first day.

The flowers will be pre-ordered. There will be 70 containers of 40 blue and yellow pansies. They will be delivered the next day and will be paid for in advance.

On the second day, the first thing that must be done is to plant the flowers when they're delivered to keep them from dying. When the flowers are planted, the pebbles will be put down. A small team will help with planting. Also, the garden lights will be installed this day.

The bear statues will have been ordered days before and will have been paid for. They'll be delivered the third day.

When everything is in place there will be an organized unvailing and barbeque for fifth period. Everyone in school is invited. It will be first come first serve. I will provide the barbeque.

Timelines:

The planning, digging, making the wooden box and filling with top soil will all be done the first day. On the second day the flowers will be delivered and planted, and the pebbles and lights will be put in. On the third day the statues will be delivered and the fifth period barbeque will take place.

Estimated Costs: The costs will break down as follows.

- Top soil = $3.00
- Pansies = $125.00 (with delivery)
- Pressure Treated wood = $60.00
- Bag of nails = $10.00
- Pebbles = $4.50
- Garden Lights = $80.00
- Hot dogs = $233.33 (700 people)
- Buns = $175.00
- Hamburgers = $291.67
- Ketchup, mustard, relish, lettuce, tomatoes = $50.00
- Salad (bags) $105.00
- Soapstone bears = $2000.00

Total = 3137.50.

D

LOW LEVEL 3

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of how a botanical word garden will support school spirit (e.g., "My initiative is unique in that no other school around has this. It is an original idea that is saying the students of our school have spirit and care about the school"). However, the student focuses almost exclusively on the idea of beautification, and also provides little opportunity for participation by other students, demonstrating a lack of insight into some of the factors that promote school spirit.

Thinking/Inquiry

- The student creates a plan with considerable logic and detail. The student's clear and detailed description of the proposed garden and the steps for implementing it reflects careful thought and planning. However, the student is somewhat unrealistic in personally undertaking to do almost all of the work involved. Also, although the student includes a detailed breakdown of the costs, some of the estimates are questionable (e.g., $3.00 for topsoil).

Communication

- The student adopts a tone and language in the letter that are appropriate to a considerable degree. The approach is businesslike, and the opening paragraph clearly states the nature and purpose of the proposal. The student shows awareness of the audience (e.g., "I recommend that you do sponsor me ...").
- The letter is persuasive to a considerable degree. The student acknowledges that a project similar to the one being proposed was unsuccessful in the past, and explains the steps being taken to ensure success this time. The student also describes who will benefit from the proposal. The student gives sound reasons why the project is worthwhile (e.g., "my initiative will promote school spirit and will cause the community to be proud to have our school in the neighbourhood").

Application

- The student uses language structures and conventions with considerable accuracy, although there are occasional errors in sentence structure, verb tense, and spelling (e.g., "unvailing" for "unveiling").
- The student produces a proposal of considerable effectiveness. The student provides most of the information needed for the organization to make a decision, although the claim that the initiative "will promote school spirit because everyone in the school will be involved through a barbeque" is unconvincing.

Comments

This work is representative of a low level-3 performance. The student demonstrates considerable achievement of the expectations in the Thinking/Inquiry, Communication, and Application categories of knowledge and skills. In the Knowledge/Understanding category, however, the student demonstrates only some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a carefully thought-out and detailed plan, designed to build pride in the school by beautifying the school grounds. The absence of an opportunity for student participation detracts somewhat from the effectiveness of the proposal as a means to promote school spirit.

Next Steps

In order to improve his or her performance, the student needs to:

- make the plan more practical and participatory by involving other students in its implementation;
- proofread work to eliminate minor errors in spelling and grammar.

A

May 22, 2002

[redacted]

I am proposing that your organization make a donation to [redacted] High School, so that we may purchase a variety of guitars for our students to use. This will give students an opportunity to learn and create music in class, as well as on their own time. The purchase of guitars will improve school spirit and have an impact on the entire school community.

This initiative will greatly improve our school spirit. The guitars would give students opportunities to perform at various school events, including spirit week, carnival day, and various coffee houses held during the year. They could also write and perform music for our school's sports games, and our school assemblys.

The purchase of guitars will affect the entire student body, as well as the teachers. The students who make use of the guitars will develop their musical talent, as well as creativity. All others will have the enriching experience of listening to performers, and being motivated at school events.

I would like to thank you for taking the time to consider my proposal. Your assistance in helping us improve our school spirit as well as providing our students with excellent music opportunities is greatly appreciated by the entire school comunity.

Sincerely,

[redacted]

B

Proposal for a School-Based Initiative

Description of Initiative

The school would like a donation to purchase a variety of guitars for the students use. These guitars will benefit our school spirit by allowing students to use these guitars to perform at school events such as spirit week, carnival day, and the coffee houses. The guitars will benefit the students with opportunities to learn how to play musical instruments, learning music they enjoy, and creating their own music. There will be opportunities to learn guitar in music classes. We would like to purchase two electric guitars, one bass guitar, and one accoustic guitar.

Location

The location where the guitars will be stored and used is the school. The guitars will be kept locked in the music room when not in use by students. After use music teachers will ensure that student has properly cared for the guitar. The guitars will be used to perform at school, and therefore will not leave School grounds.

Implementation Steps

In order to purchase the guitars we will have to research different guitars that suit our needs, and fit in our budget. We

LEVEL 3

C

will also have to research the prices at various music stores. Once the best deal has been found, the guitars will then be purchased.

Timeline

We will start research on June 1st, 2002, with the intent to spend about one week doing research on various guitars to find what is suitable for our school needs and falls within our budget. Then approximately one week will be spent researching prices at various music stores to determine the best deal. Once this is accomplished, the guitars will be purchased. Therefore the funds will be required by June 14th, 2002.

Estimated Costs

We hope to spend approximately $1200 for each guitar purchased, giving a total of $5000. Any extra money will be spent on supplies for the guitars, including straps, strings and picks.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of how the purchase of guitars will support school spirit. The student suggests that the whole school will benefit, not just those students who play the instruments (e.g., "All others will have the enriching experience of listening to performers, and being motivated at school events"). The student shows awareness of the ongoing, cumulative nature of school spirit in choosing an initiative that focuses on long-term benefits. The student does not directly address the benefits of the initiative in the short term.

Thinking/Inquiry

- The student creates a plan with considerable logic and detail (e.g., "In order to purchase the guitars we will have to research different guitars that suit our needs, and fit in our budget"). The student also gives consideration to the care and storage of the instruments and explains exactly how the money will be spent.

Communication

- The student adopts a tone and language in the letter that are appropriate to a considerable degree. The student shows awareness of the audience and addresses the recipient in a manner that is both businesslike and courteous (e.g., "I would like to thank you ... Your assistance in helping us improve our school spirit as well as providing our students with excellent music opportunities is greatly appreciated by the entire school comunity").
- The letter is persuasive to a considerable degree. The student outlines a variety of worthwhile uses for and benefits from the purchase of the guitars (e.g., "The guitars would give students opportunities to perform at various school events, including spirit week, carnival day, and various coffee houses held during the year"). The letter repeats some of the information given in the plan (e.g., information given under "Description of Initiative").

Application

- The student uses the language structures and conventions of standard Canadian English with considerable accuracy, although there are occasional spelling errors (e.g., "assemblys", "comunity") and grammatical errors (e.g., "After use music teachers will ensure that student has properly cared for the guitar").
- The student produces a proposal of considerable effectiveness. The student provides most of the information the organization needs to make a decision.

Comments

This work is representative of a solid level-3 performance. The student demonstrates achievement of the expectations to a considerable degree in all four categories of knowledge and skills.

The result is a proposal of considerable effectiveness that is designed to enhance school spirit in an ongoing way. However, the initiative will take some time to implement (that is, students will have to learn to play the instruments well enough to perform at school events). Initially, the project will engage only a small number of students. It is implied, but not stated, that this proposal has the support of the music department.

Next Steps

In order to improve his or her performance, the student needs to:

- edit the letter and plan to eliminate unnecessary repetition;
- discuss the concept of school spirit more fully (e.g., provide more details about how guitar music might encourage a positive attitude to the school among students);
- proofread work carefully to eliminate minor errors in spelling and grammar.

A Proposal for a School-Based Initiative HIGH LEVEL 3

A

June 3rd, 2002

President of Local Community Organization

Dear Sir:

We are requesting funding that will help in the initiative of increasing school spirit. We are planning on purchasing an old 1988 bus that the students of the school will fix up and paint as they wish. The bus will be painted the school colours along with the school mascot on the side. This will create school spirit because first of all, it will be a project that any student can help with and when it is finished the students will be proud to ride in a bus that represents their school, and only their school.

The school has encountered numerous problems with transportation when it comes to field trips and other school events, like away from home games with the sports teams and music events. By purchasing a bus for the school to use when any travelling is necessary will save a considerable amount of money, rather than renting a bus whenever we need to.

While saving money for the school, it also increases the school's spirit. Students in the school can volunteer to help with repairing and painting the bus. They will design how they want the bus to look while using the school colours. When the project is completed the students of the school will be more than proud to travel in this bus because it represents who they are and where they come from. Most other schools use the plain yellow bus we see everyday, but creating a new bus just for our school will help the school become more recognized than the rest.

Therefore your help would be greatly appreciated in making this project a reality. By helping us with this project you will be making a lot of students happier by giving them something to be proud of. Thank you for your time reading this.

Sincerely,

B

School Spirit Initiative

Description Of Initiative:
My plan to increase school spirit is to purchase an old bus that the students of the school could fix up and make their own. The bus would be used for school trips or any away from home games that the sports teams have to go to. This would save the school a significant amount of money because they wouldn't have to rent a bus whenever there was a need to travel anywhere. The students of the school will be responsible for repairing, painting and cleaning the old bus that they purchase. The bus will be painted in the school colours. The school's mascot will be painted on the side of the bus as well as the school's name. This will give the school their own identity when they are traveling instead of being in a yellow bus like the rest of the schools.

Location:
The procedure of repairing and painting the bus will take place in the school's auto shop. When completed the bus will be kept in the parking lot by the auto shop.

Implementation Steps:
- *researching how much the project will cost*
- *purchasing an old bus*
- *find volunteers to work on the project*
- *fix bus*
- *wash and sand down bus*
- *prime and paint bus*

Timelines:
- *purchase bus (one day)*
- *fix bus (two weeks)*
- *buying supplies to paint bus (one day)*
- *painting bus (two weeks)*
- *clean the inside of the bus (two days)*

Estimated Costs:
1988 school bus - $ 3000
Paint for the bus - $ 450
Equipment to paint - $ 1500
Total costs of project - $ 4950

Conclusion:
Creating a bus to represent the school would create school spirit because it would be a student project and the school would not have to worry about transportation for school trips. It would also be something that the school could be proud of because not a lot of schools have their very own bus.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of how a school bus decorated with the school name, colours, and logo would support school spirit (e.g., "When the project is completed the students of the school will be more than proud to travel in this bus because it represents who they are and where they come from"). The student understands the immediate impact of the initiative (e.g., students will be involved in selecting, repairing, and decorating the bus). The student also recognizes both the initiative's ongoing contribution to school spirit (e.g., it offers a unique way to express the school's identity) and its long-term practical benefits (e.g., it provides a permanent solution to the school's transportation problem).

Thinking/Inquiry

- The student creates a plan with considerable logic and detail (e.g., recognizes the need to research costs and recruit volunteers; incorporates available school resources, such as the auto shop, into the plan). However, the student does not consider the legal and safety implications of the proposal (e.g., makes no mention of the need for administrative approval).

Communication

- The student adopts a tone and language in the letter that are appropriate to a considerable degree. The opening is businesslike, clearly stating the purpose for writing. The letter is also courteous (e.g., "Therefore your help would be greatly appreciated in making this project a reality"; "Thank you for your time ...").
- The letter is persuasive to a considerable degree. The student's enthusiasm for the project is apparent, and convincing supporting reasons are provided. However, there is some repetition of information (e.g., the fact that the students will be proud of the bus is mentioned three times).

Application

- The student uses language structures and conventions with considerable accuracy. There are a few errors in grammar and punctuation, and some awkward constructions.
- The student produces a proposal of considerable effectiveness. However, some practical matters have been overlooked (e.g., there is more focus on decorating the bus than on getting it roadworthy; repair costs are not included in the cost estimate).

Comments

This work is representative of a high level-3 performance. The student demonstrates achievement of the expectations to a considerable degree in the Thinking/Inquiry, Communication, and Application categories of knowledge and skills. In the Knowledge/Understanding category, the student demonstrates a high degree of achievement – i.e., achievement that is more characteristic of level 4.

The result is a proposal of considerable effectiveness that shows enthusiasm and awareness of the ongoing nature of school spirit. However, the student does not fully grasp the practical complexities of the project. The cost estimates are incomplete, and the student overlooks the need for the approval and involvement of school authorities. The local community-service organization would presumably wish to be assured that the school principal had approved the proposal.

Next Steps

In order to improve his or her performance, the student needs to:

- show more awareness of safety issues related to the proposal;
- edit to remove needless repetition of information;
- proofread work carefully to eliminate minor errors in sentence structure and punctuation.

A Proposal for a School-Based Initiative LOW LEVEL 4

A

June 10, 2002

Coordinator of the Community Service Organization

Dear President:

My school has chosen me to organize an event that will increase the amount of school spirit, which students are currently lacking. I brainstormed with some of my classmates and we came to the conclusion that a miniature world cup would be an excellent event to boost spirit and togetherness. This is because all the students will be working hard together to have the best team and everyone will want their own team to win.

We are going to invite the eight high schools in our region to participate. The teams will all be chosen to compete against each other randomly, and the winners of those rounds will move on to the next round. The losing teams will not go on to the next stage of the competition but the students will still be eligible to come to the banquet after the tournament. All the students in our region will be invited to come to all the events but they have to be wearing the colors of the team they support.

Each of the high schools in the region has its own soccer team. They will be assigned the name of a country that is participating in the World Cup 2002 tournament, and dress in their colors. The teams will be provided with the uniforms of their assigned country, which will be provided by our sponsor. At each game the bands from the two competing schools will play the national anthem of their given country. Students will attend the games wearing the colors of their country and wave flags which they have made to support their teams.

The play-off games will be advertised on local radio stations, T.V. news broadcasts, posted flyers, assemblies, and on the morning announcements. Initial games will be played on school soccer fields, and the finals will be played at _____ Stadium. After the games end there will be a banquet held at _____. All the teams will be admitted free and tickets will be sold at the front doors for all the others who want to join in the celebration. The students will learn how to work together as a team and how to support each other, because they will want to be the school that shows the most spirit at the games.

The school's sporting events that are now held are on a more formal level; no one except for the students participating in the game really pay attention to them. All the students like to hear is that their team won a game but none of them want to make the effort of going to a game to cheer their peers on. In this competition we are including the students of each school in the activities so they feel they are part of it. We also have students that usually do not care about sports, by having the school bands perform the national anthem at each game. This will make them come out and support their friends and prove to everyone that their school is the best.

B

We would appreciate your approval of this event. We feel that this event would help improve how high schools are perceived within their community. We believe it would also make the interaction between students more positive, both within their own schools and in others. Students will all get a chance to talk to each other at each game and make new friends, as well as improve the relationships between schools.

Yours Sincerely,

C

Request for Funding

Introduction
We have chosen to hold a soccer tournament within the eight high schools in our region. The event will be modeled after the 2002 Word Cup, with each school taking on the identity of one of the countries participating in the games. We will need to rent facilities, provide a trophy and a banquet. We will need to provide advertisements for the other schools to get people's attention and encourage people who are not on the teams. The estimated cost for the event is $4950.

Background
Over the past ten years there has been a dramatic loss of school spirit, not only in our own school but in many others as well. No one could really spend a lot of time or money on promoting or organizing events. And when the schools try to hold special privileges – for example, buying a ticket for an event will get the students out of school a half hour earlier – well, the students buy the tickets and get out early but either go home or head straight for the mall. This causes a huge lack of spirit because hardly any of the students show up for the games and when their team wins or gets a goal, there is no one there to support them. Then the teammates get the impression that there is no point in supporting their school if their school isn't going to support them, so they don't keep trying out for the teams.

Proposal
We plan to organize an event in order to improve school spirit, both within our school and in the community. This event is going to be a miniature version of the World Cup 2002. We are going to include eight schools and all students are welcome to join in the festivities. For the first week of the games we have made up a schedule where the teams are pared up with other schools to play against each other, the winners of that round will play in the semi-finals, and the winners of those games will go to the finals which will be hosted at the _____ stadium. We need sponsorship for uniforms that the teams will be wearing, and also money for the reservation of the stadium and banquet hall, as well as food.

Staffing
My organization is going to be a volunteer group. We are going to be talking to all the schools competing and we will post a sign up in the front lobby of all the schools to recruit volunteers.

Implementation Steps
We are going to organize this event by first establishing a committee that will help set up the games, then we will advertise ourselves in order to gain people's attention and hopefully they will want to join. After we get all the people we need we are going to go around to the other schools in the region and present a campaign in order to tell them what our tournament is about and get them to register their teams. After all this is done we will call _____ and book the final game date and schedule all the play-off games around it. We will call _____ to book the banquet.

D

After all this is done, we will contact all the schools and inform them of the schedule. The next four weeks will all be prep time for the schools. In this time they should learn the anthems of the country they are representing and hold numerous practices for their team. When those weeks are over, the games will begin.

Time Line
The games will begin in the third week of May; this will be the scheduled games in which the schools have been randomly chosen to compete against each other. There are going to be four games played in this round and there will be one per day, they will go from Tuesday to Friday. The semi-finals will be held on the following week, as will the Finals. Only the finals will be held at _____ stadium. After the game is over there will be a banquet for the teams and other students to go and celebrate.

Estimated Costs

_____ Banquet Hall	$ 200 + $50 down payment
_____ Stadium	$1000
Food Supplies	$1000
Advertisements	$ 500
Trophy	$ 200
Soccer Uniforms	$2000

Budget Notes
We are planning to do the best we can to save money. Instead of hiring a caterer for the banquet we are going to do all the food ourselves. Our little games will be played on school fields, so we don't have to pay rent for every game that the teams play. And all of our staffing will be volunteers who want to support their team while they are playing in the games.

LOW LEVEL 4

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of how the selected initiative will support school spirit. The student discusses the immediate effect of the soccer tournament (e.g., "The students will learn how to work together as a team and how to support each other ..."). The student is aware of the importance of designing an event with broad appeal (e.g., the school bands will be involved; all students from the eight participating schools will be invited to attend). The student also suggests that the event could have a long-term positive effect on school spirit (e.g., "We believe it would also make the interaction between students more positive ... Students will all get a chance to talk to each other at each game and make new friends ...").

Thinking/Inquiry

- The student creates a plan with considerable logic and detail. The student presents many details, although not all relevant details are included in the "Implementation Steps" (e.g., the need to purchase a trophy is mentioned in the "Introduction", and the need to recruit and organize volunteers to provide the banquet is mentioned in "Staffing" and "Budget Notes", but neither is listed in the "Implementation Steps"). Some important questions, such as the need to obtain approvals for various parts of the proposal, are overlooked.

Communication

- The student adopts a tone and language in the letter that are highly appropriate. The letter is courteous and businesslike (e.g., "We would appreciate your approval of this event. We feel that this event would help improve how high schools are perceived within their community").
- The letter is highly persuasive. The student carefully explains how or why particular aspects of the plan will support school spirit (e.g., "we are including the students of each school"; "We also have students that do not usually care about sports, by having the school bands perform the national anthem at each game").

Application

- The student uses language structures and conventions with a high degree of accuracy. Relative to the length and detail of the proposal, errors are few, though there are some weaknesses in sentence structure, spelling, and punctuation.
- The student produces a proposal that is highly effective, offering a coherent idea and plan supported with extensive detail.

Comments

This work is representative of a low level-4 performance. The student demonstrates thorough understanding of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. In the Thinking/Inquiry category, the student demonstrates considerable achievement of the expectations – i.e., achievement that is more characteristic of level 3.

The result is a highly effective proposal. However, the student seems unaware of the amount of staff and administrative intervention that would be necessary to carry out a project of this magnitude. As well, the community-service organization might consider the purchase of complete sets of uniforms representing international teams as unnecessarily extravagant.

Next Steps

In order to improve his or her performance, the student could:

- address some practical issues, such as the need for more staff involvement and the possibility of distributing funds differently by using inexpensive identification (e.g., armbands) for the participating teams;
- review work to tighten sentence and paragraph structure;
- proofread carefully to correct minor errors in spelling and grammar.

A

[redacted]

School Initiative Co-ordinator

[redacted]

Dear Miss [redacted]

My initiative, to raise school spirit, is to create our very own school radio station. This would allow students to become more involved with their school as they will be influenced to take part in the happenings around them. This station would present radio shows that are efficient in keeping students and staff informed, as well as entertaining them in a good school spirited fashion.

Our school is known for its great spirit within sports, music and other activities. In order to keep this spirit alive among all students, a greater deal of involvement would be required. A school radio station would prompt many students to become involved with their school in various ways. Many students will find a place that suits them well on the station's crew such as; show hosts, sound crew, D-J's and writers. All students will have an opportunity to share talents, opinions or ideas through talk show interviews or "Speaker's Corner" themes. This involvement will allow students to feel that they are a part of something that they can call their own.

School spirit can be attained effectively through our radio station, especially since members from our school would have control of the content in the shows. With this new feature, the once boring daily announcements could be presented in an exciting, spirited fashion. The results from a sports tournament or highlights from a music concert could be glorified on the station. This would give students something to be proud of. In reality, every school has its problems or dilemmas. However, with the station, such issues could be presented in a manner that is positive. This station would achieve school spirit through its uplifting content.

My initiative, to raise school spirit through a radio station, is both effective and appropriate. Through involvement the students will be able to feel that they are a part of something good and real. Through the content on the radio shows, students will become spirited and proud of what their school can accomplish. Students and staff will learn from each other, as thoughts and opinions will be shared freely. A school radio station will present the overall goodness of our school, and will raise spirit by expressing it.

Sincerely yours,

[redacted]

B

To: School Initiative Co-ordinator
From: [redacted]
Date: May 13th, 2002

Description of Initiative:

In order to raise school spirit, I request that more attention be directed to student involvement within the school. A school radio station would increase school spirit as students would be given a chance to become more involved and aware of the happenings at their school. A team of students could be elected or volunteered to form a unique radio show that would be directly related to the school. News headlines could be presented to inform students of in-school and local events. A reasonable amount of comedy could be added from time to time, to keep listeners interested. The station would present daily announcements as well as special events such as the Music Department concerts and sporting events. During non-school hours, the station could pump out various music hits that would appeal to many.

Location:

This particular project could easily be located within the school's communication technology room; being that some of the required equipment may already be present there. Regardless of the exact location, the station must be placed inside the school in order to allow for optimum participation with the students. Also, if the station was inside the school, then it could make use of the P.A. system and therefore take part in the school's daily announcements.

Implementation Steps:

To begin organizing for this project, a core team of volunteered students would be required. These students must be committed to their given tasks; in order to complete them quickly and successfully. To ensure that the work is divided up evenly, tasks will be assigned to members of this team in pairs. For example, two team members would be in charge of presenting the idea of the radio station to the faculty and students. Two others could be in charge of gathering information on available resources for the rental or purchase of necessary equipment. Another group would be involved in determining who would install the new equipment. If someone within the school was capable of doing so, then costs would be reduced. Finally, two other members could be responsible for promoting the positions of radio hosts and studio workers. A search for dynamic hosts could commence in a drama class or other related art classes, where such students are likely to be. If there is an excess of students wanting the role of a host, then an election may be appropriate. In order to commence this whole project, a core team of approximately ten people would be required.

Timelines:

In order to have the radio studio set up and ready to run by the next school semester, the core team would need to be established before the end of this school year. Presentations and advertising for the school radio station could be applied for this year, in anticipation of finding hosts and crewmembers by mid-October. All in all, the project should be running by next November.

Estimated Costs:

The cost factor for this project can vary substantially, depending on the capability of students and staff to install, operate and maintain the new equipment on their own accord. To determine an accurate estimation for the equipment, possible licenses and other miscellaneous costs, further research would be required. As it stands, the school radio station project would make good use of the $5000.00 donation.

LEVEL 4

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of how a radio station could support school spirit. The student explains that many students will have an opportunity to become involved in various ways. School events will be highlighted, successes shared, and issues presented in a positive manner. As well, the student states that "Students and staff will learn from each other, as thoughts and opinions will be shared freely." The student shows awareness of the ongoing nature of school spirit (e.g., "Our school is known for its great spirit ... In order to keep this spirit alive ...").

Thinking/Inquiry

- The student creates a plan with a high degree of logic and with extensive detail (e.g., "To ensure that the work is divided up evenly, tasks will be assigned to members of this [core] team in pairs. For example, two team members would be in charge of presenting the idea of the radio station to the faculty and students"). The student allows for possible difficulties (e.g., "If there is an excess of students wanting the role of a host, then an election may be appropriate"). The student requests $5,000 for the school radio station project but does not provide a breakdown of costs.

Communication

- The student adopts a tone and language in the letter that are highly appropriate. The letter is businesslike and extremely positive.
- The student writes a highly persuasive letter that outlines the benefits of the project in convincing detail. The station will encourage student participation, express student views, give students "something that they can call their own", and provide both entertainment and information. Through a series of positive statements, the letter builds to a strongly upbeat conclusion: "A school radio station will present the overall goodness of our school, and will raise spirit by expressing it."

Application

- The student uses language structures and conventions with a high degree of accuracy, making only minor errors. The student occasionally makes poor word choices or uses unidiomatic expressions (e.g., "as they will be influenced to take part ..."; "could be glorified on the station").
- The student produces a proposal that is highly effective, presenting a good idea in coherent form and supported by relevant details that cover almost all the elements needed for implementation (e.g., roles and responsibilities of volunteers, programming, timelines). The student acknowledges that further research is needed to determine the actual costs of the project.

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high degree of achievement in all four categories of knowledge and skills.

The result is a highly effective and feasible proposal.

Next Steps

In order to improve his or her performance, the student could:

- provide a more specific estimate of costs, to allow the community-service organization to see clearly how its money will be spent;
- review work to improve some word choices (e.g., "influenced" to "encouraged/motivated"; "efficient" to "effective") and to make more consistent use of the active voice.

A Proposal for a School-Based Initiative HIGH LEVEL 4

A

June 10th, 2002
Coordinator of the Community Service Organization
Dear Sir,

Recently, our school has been lacking a great deal of school spirit. There is a small group of students that have joined together, and have come up with a great idea, that will hopefully put an end to this lack of school spirit. Our idea is to purchase as many t-shirts as possible with $5000 given to us by your organization, and print them up with the school logo, so that we can give them away to all the students who come out and support a school team on a designated day. We will do this several times throughout the school year. Hopefully, we will have enough t-shirts so that we can continue this all the way until the last function in June.

Having a "Free T-shirt Giveaway", would have to be the school's best bet to promoting school spirit. This is because, not only will it get people out to games, but it will give the students a sense of pride when they walk around the halls wearing their school T-shirts.

Other promotions our school has put forth in the past have failed, whereas we believe this one will succeed. Other promotions such as "pay a dollar to get out early, and see the game" have not worked because they don't ensure that students will come to the game. Normally, the school would make some money off this promotion, but not many students actually come to the game. With our idea, students have an incentive to come and watch. They will be receiving something for free, just for coming out and supporting their school. Soon, almost everyone in the school will catch the "Free T-shirt Giveaway" fever, and this will become a school tradition.

If we were to implement this Giveaway, many people would benefit from it. You would be one of course. You would be recognized by the community for the great donation that you made, and thus receive a higher profile in the community in the future. But our school's teams and committees would most benefit from this Giveaway. Once attendance improves, the teams could sell tickets and raise moncy for better equipment, jerseys, and tournaments. Improved school spirit would benefit other committees as well. The grade committee, for example, could have more functions like the Teachers vs. the students Basketball and Volleyball games, which they could sell tickets for, and lower the cost of graduation.

In conclusion, having this "Free T-shirt Giveaway" would have a great influence on our school. It will promote a great deal of school spirit, which we drastically need. Not only will it bring more people out to support our teams, but it will make our school a little bit nicer place to come to ever morning. Don't forget, having this "Free T-shirt Giveaway" will also benefit you in the long run. People will always remember the ones who donated this money, and for that, people will give your organization even more support. So if this "Free T-shirt Giveaway" becomes a great success, and we believe it will, you will be spending your money wisely. Thank you for considering our idea.

Yours sincerely,

B

Request for Funding

Introduction
We are a group of concerned secondary school students requesting funding in order to improve school spirit within our own school. Our plan is to improve school spirit by handing out hundreds of T-shirts to students who attend a school sports function of some sort throughout the year. We believe that $5000 will enable us to purchase the t-shirts and run the program for a whole year.

Background
Early on in this school year, a group of concerned students and teachers started meeting several times a week, discussing how we can solve the problem of lack of school spirit. You see, ever since the 97-98 school year, when our Sr. Boys Hockey team last won the city championship, our attendance at school functions has dropped drastically. We've discussed numerous possibilities and conducted a survey within the school. Overwhelmingly, the students chose the free T-shirt giveaway as the promotion that would most likely attract them to coming to school sporting events.

Description of Initiative
At selected school events, we plan to have our committee there to hand out free T-shirts to all the students who are actually there watching the game. Each T-shirt that we give out will be printed up with the school logo. We hope to have enough T-shirts to last us the whole year, but it would also be good if we run out because we will know that it is working. Hopefully, by the end of the year, we won't need the T-shirts in order to bring students out to the games.

Location
We will be attending functions here, on school grounds. It could be in either one of the gyms, the pool and even outback on the Football and Soccer fields. We will also be making trips to our opponent's schools, as well as other sporting complexes.

Implementation Steps
Step 1: Get the committee together to discuss getting the T-shirts
Step 2: Phone around for T-shirt prices and select the best
Step 3: Place an order with a copy of our logo
Step 4: Advertise around the school to let people know what we are doing
Step 5: Pick up T-shirts and check to make sure they are correct
Step 6: Distribute the T-shirts at school functions

Timelines
Members of our committee would go around the first week of school, putting up flyers and also have announcements played in the morning to recruit more volunteers for the committee. We would place the order for the T-shirts within the first month of school so that we have the shirts by the time our teams start playing. Then when the T-shirts are ready, we would store them within the school until they are needed. Finally, as the school year goes on, we would distribute the T-shirts at selected school functions.

HIGH LEVEL 4

C

Estimated Costs

T-shirts	4000.00
Cost of Printing	600.00
Paper for Advertising	50.00
Gas for Volunteer Cars	200.00
	$4850.00

Staffing

Our committee is made up of very kind volunteers who are doing this because they want to have a better school to come to everyday. We have two co-presidents of this operation, who decide issues to discuss with the other members. We also have a group of volunteers who don't come to meetings, but they do go to the games to help committee members distribute the T-shirts. Finally, we also have members on the committee who are teachers. They also want to see this school have more spirit, and that's why they help us out more than anybody else in the school.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of how the selected initiative will support school spirit (e.g., "not only will it get people out to games, but it will give the students a sense of pride when they walk around the halls wearing their school T-shirts"). The student understands the long-term effects of the "Free T-shirt Giveaway" initiative (e.g., the plan involves an immediate incentive for students to attend games, with the intent that school spirit will improve throughout the year so that eventually free T-shirts will not be necessary).

Thinking/Inquiry

- The student creates a plan with a high degree of logic and with extensive detail. The student includes all of the considerations for successful implementation (e.g., staff involvement, feasible budget, roles and responsibilities of committee members, clear timelines). The "Introduction", "Background", and "Description of Initiative" sections, in particular, are highly focused and unveil the plan without repetition of information.

Communication

- The student adopts a highly appropriate tone and language in the letter. The student's approach is businesslike, courteous, positive, and confident. The student openly addresses the organization's need to know that the money will be well spent and that its contribution will be publicly recognized.
- The student writes a highly persuasive letter. The student emphasizes the benefits of the initiative to both the school and the organization. The student offers a number of supporting reasons why the initiative will succeed where previous attempts to improve school spirit have failed. The final paragraph effectively reinforces the argument for the initiative, and ends with a convincing appeal to the organization (e.g., "So if this 'Free T-shirt Giveaway' becomes a great success, and we believe it will, you will be spending your money wisely").

Application

- The student uses language structures and conventions with a high degree of accuracy. There are a very few small errors in grammar (e.g., inconsistent verb tenses) and typing (e.g., "ever" for "every").
- The student produces an outstanding proposal, presenting a good idea in coherent form, explaining why it is superior to other ideas, and including all the relevant details the organization needs to make an informed decision.

Comments

This work is representative of a high level-4 performance. The student demonstrates achievement of the expectations to a very high degree in all four categories of knowledge and skills.

The result is an outstanding proposal that shows superior awareness of the purpose for writing and of the concerns of the intended audience.

Next Steps

In order to improve his or her performance, the student could:

- proofread written work to eliminate minor errors.

English Exemplar Task
English, Grade 11, College Preparation (ENG3C)

Teacher Package

Title: A Proposal for a School-Based Initiative

Time Requirement: 6 periods of 75 minutes each

Expectations Addressed in the Exemplar Task

This task gives students the opportunity to demonstrate their achievement of all or part of each of the following selected expectations from two strands: Writing and Language.

Students will:

1. select and use appropriate writing forms for various purposes and audiences with a focus on reports, correspondence, and persuasive essays;
2. recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;
3. select and use a level of language and a voice appropriate to the specific purpose and intended audience for business, technical, and personal communications;
4. use organizational patterns such as cause and effect, classification, and definition to present information and ideas in reports and short essays;
5. select and use appropriate organizational patterns to structure written work;
6. use a variety of organizational structures and patterns to produce coherent and effective written work.

Description of the Task

Present the following scenario to students:

A local community-service organization has offered to donate $5,000 to fund one school-based initiative designed to promote school spirit. You will select an initiative and develop a written proposal that includes a plan describing the initiative and a persuasive covering letter in support of the initiative. The community organization will review the submissions and select the initiative that best promotes school spirit.

Final Product
Each student will submit a two-part proposal consisting of:

- a detailed plan of a selected initiative;
- a persuasive letter in support of the initiative.

Assessment and Evaluation
A task-specific rubric* will be used to assess and evaluate the written proposal.

Introduce the rubric to the students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample class time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Teacher Instructions

Prior Knowledge and Skills
To complete this task, students are expected to have some knowledge of:

- the language structures and conventions of standard Canadian English;
- the techniques used for persuasive argument;
- the format of a business letter.

Accommodations
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

Materials and Resources
The need for materials and resources will depend on the initiative selected by each student. In some cases, students may need access to resources (e.g., human resources, newspapers, flyers) as they develop their proposals (e.g., when calculating costs).

Plagiarism
It is important that you discuss copyright issues with your students. Copyright applies to text and visual materials taken from both Internet and print sources. Plagiarism is defined as "using the work (or part of it) of another person and claiming it as your own".[1]

1. Canadian Intellectual Property Office, Industry Canada, *A Guide to Copyrights* (Hull, Quebec: Canadian Intellectual Property Office, Industry Canada, 2000), p. 20.

The rubric is reproduced on pages 76–77 of this document.

Task Instructions

Day 1

- Discuss the performance task and task rubric with the students.
- Discuss with the class the organizations, activities, events, and facilities that already exist in your school to promote school spirit. Discuss the characteristics of these initiatives that make them effective in promoting school spirit.
- Conduct a brainstorming session with the students to generate ideas for new initiatives, costing no more than $5,000, to enhance school spirit.
- Collect student responses and display them on the chalkboard or overhead. Suggestions might include a physical change to the school or school grounds (e.g., artwork, gardens), a school community project, a student-organized event such as a multicultural or global awareness day, or any other appropriate initiative.
- Have each student select his or her own initiative. This can be one already discussed in class or an idea of the student's own choosing.

Day 2

- Explain the plan format (headings and descriptive paragraphs or point-form lists) to students.
- Discuss Appendix A: Suggested Plan Outline with students. These are suggested headings only. Students may wish to develop their own headings to suit the initiative they have selected.
- Remind students to include an estimate of the costs of their initiative.
- Remind students that the organization that wishes to fund the initiative will be positively influenced by a well-thought-out plan.
- Students begin to draft a plan for their selected initiative.

Day 3

- Students complete the first draft of their plans.
- Working in pairs, students edit their work (see Appendix B: Peer Editing Checklist for the Plan).
- Students revise their own work and finalize their plans.

Day 4

Supporting Letter

- Discuss the letter that students will develop to support their initiatives, using Appendix C: Supporting Letter Outline as a guide.
- Remind students that, in supporting their initiatives, they will need to be very persuasive in order to receive the offered funding.
- Explain to students that the purpose of the supporting letter is not to repeat the information that has been provided in the plan. Rather, its intent is to persuade the local community-service organization that this particular initiative is the one that will best promote school spirit and therefore deserves the funding that is being offered.

- Have students consider sample questions such as the following: How many people in the school community will be served through my initiative? Does my initiative meet a current need in my school community? How?
- Remind students that they are writing a formal proposal for an outside audience and that vocabulary, voice, and level of language should be appropriate to the purpose and intended readers. It may be helpful to ask students to give examples of or to explain "business language", "formal proposal", and "outside audience" in order to check that all students understand these concepts before they begin the writing process.
- Check that students are familiar with letter structure (e.g., introduction, body, conclusion) and strategies such as using a strong "hook". Point out that attention to word choice is very important.

Day 5

- Students write a first draft of their supporting letters.

Day 6

- Students finish the draft letters.
- Working in pairs and using Appendix D: Peer Editing Checklist for the Supporting Letter as a guide, students peer edit their letters.
- Each student completes the final draft of his or her supporting letter and attaches it to the plan.

List of Appendices

Appendix A: Suggested Plan Outline

Appendix B: Peer Editing Checklist for the Plan

Appendix C: Supporting Letter Outline

Appendix D: Peer Editing Checklist for the Supporting Letter

Appendix A: Suggested Plan Outline

Description of Initiative
Location
Implementation Steps
Timelines
Estimated Costs

Note: Students may use these headings or develop their own.

Appendix B: Peer Editing Checklist for the Plan

What to look for	Yes/No	Suggestions for improvements
• Are the headings appropriate for the initiative?		
• Is the information well organized?		
• Is the writing clear and concise?		
• Are all the necessary details included?		
• Does the breakdown of costs seem reasonable?		
• Is the plan free of errors in grammar and punctuation?		
• Is the plan free of spelling errors?		

Appendix C: Supporting Letter Outline

Your Idea (Thesis/Controlling Idea):

- Briefly summarize your initiative. You may wish to give your initiative a name or title. Be sure your summary clearly explains your initiative.

Your Evidence (Body/Development of Argument):

- Using a clear, logical argument supported by relevant evidence, persuade your audience that your initiative would best promote school spirit. Use strategies such as cause-and-effect explanations, comparison–contrast (now–then), or enumeration (list of advantages, needs) to develop your arguments clearly and fully.
- Use well-written, well-developed paragraphs, explaining each one of your points.

Writing Tip:
Your business audience wants to read a clear, concise proposal that is convincing. The proposal does not necessarily have to be long. Select your evidence and supporting points carefully.

Recommendations/Conclusion:

- Make sure you conclude with recommendations that clearly reinforce your idea, evidence, and argument. Your conclusion should provide the "kicker" to convince your audience to sponsor your initiative.

Once you have a clear outline for your letter, you are ready to begin your first draft.

Appendix D: Peer Editing Checklist for the Supporting Letter

What to look for	Yes/No	Suggestions for improvements
• Are all parts of a business letter included (i.e., salutation, body, complimentary closing, signature line)?		
• Does the opening paragraph attract the attention of the reader?		
• Is the tone of the letter convincing and persuasive?		
• Does the letter clearly support the initiative?		
• Is the conclusion well thought out and compelling?		
• Is the language clear, businesslike, and courteous?		
• Is the writing free of grammatical and spelling errors?		
• Is punctuation used correctly?		

8

English Workplace Preparation (ENG3E)

A Complaint Report

The Task

Students were presented with the following scenario:

> In the workplace, employers and employees are often asked to report on events that have occurred on the site. For example, reports are necessary following a customer complaint, a workplace accident, or a conflict between employees. Read the case study provided in Appendix C, and then assume the role of the supervisor in the restaurant. As supervisor, you are required to read the three summaries of the incident, analyse the summaries, and prepare a complaint report for the management. The report must include recommendations for appropriate follow-up action, with supporting reasons. The report must be written in a correct narrative report format.

Final Product

Each student was to submit:

- a complaint report of approximately 500 words.

Expectations Addressed in the Exemplar Task

This task gave students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from two strands: Literature Studies and Reading, and Writing.

Students will:

1. identify and explain ideas, issues, and information in texts;
2. classify and organize information to suit specific forms and purposes for writing;
3. select and use an appropriate form to produce written work for a specific audience and a specific purpose;
4. select the appropriate person and level of language for a specific form, purpose, and audience;
5. edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 153–161 of this document.

Task Rubric – A Complaint Report

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Knowledge/Understanding					
	The student:				
1	– demonstrates an understanding of the issues in the case study (e.g., relates details in proper sequence, clearly reflects the relationship between events)	– demonstrates limited understanding of the issues	– demonstrates some understanding of the issues	– demonstrates considerable understanding of the issues	– demonstrates thorough understanding of the issues
Thinking/Inquiry					
	The student:				
2	– differentiates facts from opinion effectively	– differentiates facts from opinion with limited effectiveness	– differentiates facts from opinion with some effectiveness	– differentiates facts from opinion with considerable effectiveness	– differentiates facts from opinion with a high degree of effectiveness
Communication					
	The student:				
3	– uses the narrative report structure competently (e.g., provides an introduction, body, and conclusion; describes the incident with logic and detail)	– uses the narrative report structure with limited competence	– uses the narrative report structure with some competence	– uses the narrative report structure with considerable competence	– uses the narrative report structure with a high degree of competence
4	– selects and uses an appropriate level of language in the report to the restaurant manager (e.g., formal and professional)	– selects and uses language that has limited appropriateness	– selects and uses somewhat appropriate language	– selects and uses language that is appropriate to a considerable degree	– selects and uses highly appropriate language

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
Application					
	The student:				
2	– makes and justifies recommendations effectively (e.g., makes appropriate recommendations; uses relevant facts from the case study to support them)	– makes and justifies recommendations with limited effectiveness	– makes and justifies recommendations with some effectiveness	– makes and justifies recommendations with considerable effectiveness	– makes and justifies recommendations with a high degree of effectiveness
5	– accurately uses language conventions (e.g., grammar, spelling, punctuation) in the final copy	– uses language conventions with limited accuracy	– uses language conventions with some accuracy	– uses language conventions with considerable accuracy	– uses language conventions with a high degree of accuracy

*The expectations that correspond to the numbers given in this chart are listed on page 121.

Note: A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.

A Complaint Report BELOW LEVEL 1

Teacher's Notes

The following is a list of characteristics found in student work that was submitted for this task and assessed at "below level 1". (Samples of student work are not included.)

Degree of achievement can vary widely in student performance that falls below level 1. Consequently, the following list includes characteristics of achievement at various degrees below level 1. Taken together, some or all of the characteristics outlined below may justify assessment at "below level 1". Most of the characteristics noted relate to the criteria specified in the task rubric, but some are more broadly defined.

Knowledge/Understanding

The student:

- demonstrates little or no understanding of the issues in the case (e.g., omits many relevant details provided in the case study);
- misinterprets facts (e.g., attributes actions and/or statements to the wrong person);
- does not provide a sequential recounting of events;
- shows little or no understanding of the relationship between events;
- makes inappropriate connections between events.

Thinking/Inquiry

The student:

- omits most of the relevant facts;
- states opinions as facts;
- introduces facts that are not based on the case study;
- does not present the three different versions of the incident that are outlined in the case study;
- assumes the guilt of one party without providing supporting evidence.

Communication

The student:

- does not use the required structure for the report (e.g., gives recommendations without having supplied an introduction or supporting paragraphs);
- provides a description of the incident that is lacking in logic;
- provides insufficient detail to describe the incident clearly;
- makes only vague references to the case study;
- repeats information;
- does not paraphrase information provided in the case study (e.g., copies phrases verbatim);
- uses informal/unprofessional language (e.g., slang).

Application

The student:

- does not make any recommendations but merely states outcomes or expectations;
- makes recommendations that will not resolve the issues (e.g., the unhygienic practices and the discomfort and discourtesy suffered by the customer);
- makes recommendations that are unreasonable;
- does not justify the recommendations that are made;
- makes frequent errors in spelling and punctuation;
- makes frequent grammatical errors;
- uses incomplete and/or poorly constructed sentences.

Comments

This work is representative of performance that falls below level 1. The student does not understand the requirements of the task or the information provided in the case study. The student is unable to differentiate facts from opinion. The student has poor writing skills and makes errors that detract from the readability of the report.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study thoroughly and identify the facts and opinions provided;
- review the proper structure for a narrative report;
- review the language structures and conventions of standard Canadian English, as specified for the course;
- write a rough draft, receive feedback, and carefully edit work in order to produce a more polished piece of writing.

A Complaint Report LOW LEVEL 1

To: The Manager of The Orchid
From: The Supervisor

The purpose of this report is to identify the fact that occurred at the incident at the Orchid on May 1,2002. The people that are involved in the incident are Louise Marks the victim. The cook, the person accused and the sever of the meals Amber. To summerize the event, Mrs. Marks came into the Orchid and ordered a sandwich and the soup of the day and in the soup she found a bandage.

At the first interview with Mrs. Marks she claimed that there was a bandage in her soup and she mistook it for a carrot and put in her mouth. She seemed up set about the bandage. She seemed worried about diseases. She didn't want revenge she just wants what is right to be done. She was relaxed and comb at the interview.

When Amber the server was interviewed. She said that it was about time they did something. She said that some bad stuff goes on at the Orchid.
She also claimed that Jordy the cook always had bandages on his fingers. She was surprised this is the first time a bandage has been found.

When interviewed the cook, he was kind of sketchy. He made it seem like it wasn't his bandage. He made it seem like it was Mrs. Marks who put the bandage in the soup. So she could get a free soup. He also claims that he keeps clean and barley uses Band-Aids. He also claims that its Ambers bandage if its not Mrs. Marks.

The recommendations in the incident that were assembled are that the restaurant needs a new cook, because he is dirty, he always cuts him self and there is always bad stuff going on at the restaurant. Gloves are recomendened now that the incident occurred

Teacher's Notes

Knowledge/Understanding

- The student demonstrates very limited understanding of the issues. The student recognizes the fundamental problem (e.g., "To summerize the event, Mrs. Marks came into the Orchid and ordered a sandwich and the soup of the day and in the soup she found a bandage"). However, the student provides few details, does not make the relationship between events clear, and misinterprets some essential facts (e.g., "He [Jordy] made it seem like it was Mrs. Marks who put the bandage in the soup").

Thinking/Inquiry

- The student differentiates facts from opinion with very limited effectiveness. In describing interviews with the customer, the server, and the cook, the student occasionally differentiates facts from opinion (e.g., "She [Amber] also claimed that Jordy the cook always had bandages on his fingers"). At other times, however, the student includes opinions that are not supported by details from the case history (e.g., "She [Ms. Marks] didn't want revenge she just wants what is right to be done. She was relaxed and comb at the interview"). Also, the student assumes the cook's guilt without providing supporting evidence.

Communication

- The student uses the narrative report structure with limited competence. The student does provide a structure for the report (e.g., introduction, supporting paragraphs, and conclusion) and includes a simple statement of the problem. However, few details are provided to support statements made, and specific references to the case study are sometimes inaccurate (e.g., "When Amber the server was interviewed. She said that it was about time they did something").

- The student selects and uses language that has very limited appropriateness. An attempt is made to sound businesslike (e.g., "The purpose of this report ..."; "To summerize the event ..."), but there are many awkward constructions and colloquial expressions (e.g., "When interviewed the cook, he was kind of sketchy"; "bad stuff").

Application

- The student makes and justifies recommendations with limited effectiveness. The student makes two reasonable recommendations (e.g., "the restaurant needs a new cook ..."; "Gloves are recommended ..."). However, the reason given for dismissing the cook – "because he is dirty" – is unsubstantiated and does not address the cook's rudeness to the customer or his indifference to her satisfaction.
- The student uses language conventions with limited accuracy. There are errors in spelling (e.g., "comb" instead of "calm"; "summerize"), and a number of incomplete sentences (e.g., "The cook, the person accused and the sever of the meals Amber."). The student also makes grammatical mistakes (e.g., "now that the incident occurred") and misuses words (e.g. "recommendations in the incident that were *assembled* ...").

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Application category of knowledge and skills and in one criterion of the Communication category. However, in the Knowledge/Understanding and Thinking/Inquiry categories, as well as in one criterion in the Communication category, the student demonstrates a very limited degree of achievement.

The result is a complaint report that omits many relevant details and includes several misinterpretations of events.

Next Steps

In order to improve his or her performance, the student needs to:

- become more familiar with the facts surrounding the case;
- clearly differentiate between facts and opinion;
- review the narrative report format;
- maintain an appropriate voice throughout;
- make and support recommendations that are clearly related to the facts in the case study;
- review spelling and grammar and proofread for accuracy.

A Complaint Report LEVEL 1

To: The Manager, Orchid Restaurant
From: The Supervisor

The purpose of this report is to confirm the facts about what happened on May 1, 2002 at The Orchid Restaurant. On that day, Louise Marks a regular customer was eating at lunchtime. She was with a fellow employee and ordered the lunch special, soup and a sandwich. While eating the soup, Miss. Marks spit out a mouthful of the soup. A bandage was also spit out on to the table. Miss. Marks then proceeded to the kitchen and made a verbal complaint to the cook about the bandage being in her soup and how unhygeinic the food preperation was. Miss. Marks noticed an open wound on left index finger of the cook.

The server whose name was Amber noticed that the cook had a bandage before serving Miss. Marks. Miss. Marks stated that she knew Jody the cook since high school. Therefore, Miss. Marks should receive a letter of apology from the Manager since she is a regular customer, at the restaurant. She should be reimbursed for the cost of the lunch. Plus be given a gift certificate. This complaint about the unhygienic handling of food will be addressed by random health inspections at least three times a month. The cook will be transferred and a more experienced cook will take over on May 16th.

Finally, cameras will be placed in the kitchen to monitor food preperation. These recommendations will help insure that the Orchid Restaurant maintains its high standards and positive relationship with its regular and new customers.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the issues. The student adequately summarizes the incident in the opening paragraph (e.g., "Miss. Marks then proceeded to the kitchen and made a verbal complaint to the cook about the bandage being in her soup and how unhygeinic the food preperation was"). However, the student provides very few details from the statements of the server and the cook and does not always make the relationship between events clear (e.g., "Miss. Marks stated that she knew Jody the cook since high school. Therefore, Miss. Marks should receive a letter of apology from the Manager since she is a regular customer ...").

Thinking/Inquiry

- The student differentiates facts from opinion with limited effectiveness. The student does note that Ms. Marks "noticed an open wound on left index finger of the cook" when she visited the kitchen and that "Amber [the server] noticed that the cook had a bandage before serving Miss. Marks". However, the student completely ignores the cook's version of the story.

Communication

- The student uses the narrative report structure with limited competence. The student explains the incident at the restaurant in the first paragraph, immediately proceeds to make recommendations in the second paragraph, and ends with a concluding statement as a third paragraph. The student does not provide supporting details to connect the opening paragraph with the recommendations.
- The student selects and uses language that has limited appropriateness. The language is businesslike and relatively formal. However, the student tells the manager what *will* be done rather than making recommendations (e.g., "the unhygienic handling of food will be addressed by ..."; "The cook will be transferred ...").

Application

- The student makes and justifies recommendations with limited effectiveness. Some recommendations seem reasonable (e.g., redress for the customer: "She should be reimbursed ..."; and better attention to hygiene: "random health inspections at least three times a month"), but other recommendations are not supported by facts from the case study (e.g., "The cook will be transferred and a more experienced cook will take over on May 16th"). There is no evidence in the case study that the cook lacks "experience".
- The student uses language conventions with limited accuracy. Sentence fragments, errors in spelling and punctuation, and awkward phrasing sometimes detract from clarity (e.g., "The server whose name was Amber noticed that the cook had a bandage before serving Miss. Marks"). The student sometimes uses the wrong verb tense (e.g., "spit" for "spat").

Comments

This work is representative of a solid level-1 performance. The student demonstrates a limited degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a report that demonstrates a general understanding of the task requirements but lacks the specific details needed for clarity and completeness.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study in order to retrieve all relevant information;
- review the narrative report format and include an additional paragraph to discuss all perspectives on the issue;
- provide fuller explanations to justify the recommendations made;
- proofread to correct ambiguities in phrasing and errors in spelling and punctuation.

A Complaint Report HIGH LEVEL 1

The Complaint Report

This incident report is based on the facts of a complaint that a customer reported, while eating at the Orchid Restaurant on May 1st 2002 at lunchtime. Louise Marks, who is a regular customer at the Orchid Restaurant. Miss Marks ordered the same thing she always orders, which are a sandwich and the soup of the day. While Louise was eating her soup, she mistook a bandage for a carrot. Louise goes back to the kitchen and tells the cook Jordy about the bandage in her soup. Jordy, the cook, told her it was not his problem and told Miss. Marks to leave his kitchen at once. The server, Amber tells Jordy to say sorry.

When I interviewed Louise Marks. She told me that she has known Jordy, the cook since high school. She has been a regular customer for awhile. A co-worker and her eat lunch every day at the Orchid. Louise ordered at lunchtime the same thing, which is soup of the day and a sandwich. To her disgust, she found a bandage in her soup. She was very upset with Jordy and told him that he is very unhealthy when cooking or preparing food.

When I talked to Jordy, he told me a whole different story of what had happened. He said that a customer named Louise Marks, came back to his kitchen and said something about a bandage being in her soup. Jordy said it was not his problem and told her to leave his kitchen. Jordy then told me that the bandage might have belonged to the server Amber. When I called Amber into my office, she started blaming Jordy for this whole incident. I asked her nicely to stop blaming others for this. Amber said that one day when she had come to work, she noticed that every finger on Jordys hand, except one had a bandage on it. Also Jordy had once dropped a roll onto the floor, picked it up and had put it on the plate.

My recommendations are as follows. Every person, who works at the Orchid, needs proper training when it comes to cooking or handling food. Jordy should wear gloves when cutting food, so he doesn't have to wear so many bandages. Amber should really think before she speaks, because of her blaming some one else for a mistake, she is to blame just as much as the others. Louise should may be from now on check her food more carefully, before eating it.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates limited understanding of the issues. The student summarizes the incident in the opening paragraph (e.g., "While Louise was eating her soup, she mistook a bandage for a carrot"). The student provides details in a sequential manner that shows understanding of the relationship between events, but omits some crucial information (e.g., no mention is made of the server's observation of a bandage on the cook's finger).

Thinking/Inquiry

- The student differentiates facts from opinion with some effectiveness. The student compares different versions of the story and notes discrepancies between them (e.g., "When I talked to Jordy, he told me a whole different story of what had happened"; "When I called Amber into my office, she started blaming Jordy for this whole incident").

Communication

- The student uses the narrative report structure with limited competence. The student does provide an introduction, supporting paragraphs, and a conclusion, and reports some of the facts about the incident in a logical manner. The student describes the interviews with the customer, the cook, and the server but omits important details that would help the manager understand the situation clearly (e.g., no mention is made that Ms. Marks reported seeing an open sore on the cook's finger).
- The student selects and uses language that has limited appropriateness. The student uses some formal, businesslike expressions (e.g., "This incident report is based on ..."; "My recommendations are as follows"). However, the use of the customer's first name is too informal for a report, as is the use of the present tense for narration (e.g., "Louise goes ... and tells the cook"). Also, the student occasionally reports events in subjective terms rather than in a detached, professional manner (e.g., "I asked her nicely to stop blaming others ...").

Application

- The student makes and justifies recommendations with limited effectiveness. Some recommendations are reasonable (e.g., "Every person, who works at the Orchid, needs proper training ..."). However, one recommendation, that "Amber should really think before she speaks", is based on a reason that is not substantiated: "she is to blame just as much as the others". The recommendation that "Louise [the customer] should may be from now on check her food more carefully, before eating it" is also unreasonable.
- The student uses language conventions with limited accuracy. The student frequently switches between past and present tense. There are also a number of errors in punctuation, and the objective case is used incorrectly (e.g., "A co-worker and *her* eat lunch ...").

Comments

This work is representative of a high level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. However, in the Thinking/Inquiry category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a complaint report in which the student shows some ability to differentiate facts from opinion. However, some statements are made that are not supported by the facts in the case study.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study to retrieve all relevant information;
- include some comments about the cook's attitude towards the customer;
- adopt a more professional tone;
- provide reasonable recommendations to address the customer-relations aspect of the problem, not only the hygiene aspect;
- support all recommendations with relevant facts from the case study;
- proofread work to eliminate errors in punctuation and grammar, as well as occasional spelling errors.

A Complaint Report LOW LEVEL 2

A

Complaint Report

The purpose of this report is to clarify the facts surrounding an incident that occurred at the Orchid Restaurant. On May 1st, 2002, a regular Customer, Louise Marks came in the restaurant for lunch. To have her Special soup and a sandwich. With Ms Marks and her Co-worker. Ms Mark found a bandage in her Soup. She got upset with the cook. Then she appealed to the owner that she will never come back and eat at this restaurant, nor will she eat Chicken noodle soup ever again. The people involved are Louise mark, Jordy the cook and Amber the server.

Ms Louise marks was very up set of the service that she recaved. She found a bandage in her chicken noodle Soup. She

B

didn't realice it in till she spooned the bandage in to her mouth. She immediately in formed her server of the bandage that She almost swallaved. Ms Marks got up and walked In the kitchen and with an upset tone of voice spoke to the cook. She obseved an open sore on his left index finger.

The cook Jordy was working in that kitchen on may 1st, 2002. He Claims that lady went back into his kitchen and claimed she found a bandage in her soup. The cook said that It was not his problem that he desn't wore bandages very often. The cook said that it must have been the servers bandage, not his.

The server named Amber that has been working at the orchid restaurant since last Summer. She said that she has seen Somethings

C

aren't exactly hygienic in the restaurant. She also claims that the cook Jordy is always cutting his finger, once every finger except one had a bandage on it. She said she wasn't surprised to see a huge bandage on his left index finger when she arrived on May 1st. She feels it is not her fault. She said Jordy is the one who lost his bandage in the soup.

The incident does raise questions about the Orchid Restaurant. Some recommendations are that the food should be inspected. That comes out of the kitchen. To make sure that if they put a bandage they should cover it was a Glove. So They don't fall in the food. The Restaurant should have a complaint box so that we can make Shre incidents like this don't occer again.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the issues. The student describes the initial incident accurately (e.g., "Ms Louise Marks ... found a bandage in her chicken noodle soup .... [She] got up and walked In the Kitchen and with an upset tone of voice spoke to the cook. She observed an open sore on his left index finger"). The student provides a general summary of the incident in the first paragraph and a second summary with additional details in the second paragraph. This has the effect of making the relationship between events somewhat unclear.

Thinking/Inquiry

- The student differentiates facts from opinion with some effectiveness. The student includes some of the relevant facts and makes clear that each commentator gives a different version of events (e.g., "The cook said that it must have been the servers bandage, not his"; "She [the server] also claims that the cook Jordy is always cutting his finger, once every finger except one had a bandage on it").

Communication

- The student uses the narrative report structure with some competence. The student provides an introduction, supporting paragraphs, and a conclusion with recommendations. The basic details are presented in logical order, but some relevant details are omitted (e.g., no mention is made of the cook's discourtesy towards the customer or the cook's reason for blaming the server).
- The student selects and uses somewhat appropriate language. The student uses some businesslike language suited to a formal report (e.g., "The purpose of this report is to clarify the facts surrounding an incident that occurred at the Orchid Restaurant").

LOW LEVEL 2

Application

- The student makes and justifies recommendations with limited effectiveness. Two recommendations are reasonable (e.g., food inspections, and requiring kitchen staff to wear gloves). However, no solution apart from "a complaint box" is suggested to address the issue of customer relations.
- The student uses language conventions with limited accuracy. There are many serious errors in sentence structure, punctuation, and the use of capital letters (e.g., "Some recommendation are that the food should be inspected. That comes out of the kitchen. To make sure that If they put a bandage they should cover it was a Glove. So They don't fall in the food"). There are also occasional spelling errors.

Comments

This work is representative of a low level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills. However, in the Application category, the student demonstrates a limited degree of achievement – i.e., achievement that is more characteristic of level 1.

The result is a report that is somewhat effective but that provides weak recommendations and is marred by numerous errors in sentence structure and punctuation.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study to retrieve all relevant information;
- edit to avoid repetition of facts;
- include recommendations that relate to customer relations as well as to hygiene practices, and justify all recommendations;
- review language conventions, especially as they apply to proper sentence structure, and practise writing complete sentences;
- produce a draft version of the report, and edit and proofread to refine the finished product.

A

To: The Manager, The Orchid Restaurant
From: Supervisor

The purpose of this report is to clarify the facts that occurred at the Orchid Restaurant on May 1st 2002. Louise Mark's is a regular customer, who orders the same thing for lunch everyday, soup, and a sandwich. When Louise was eating her soup on May 1st she was putting the spoon into her mouth, and spit out a bandage. She was really disgusted and filed a complaint. She confronted the cook. She claimed that she will never be eating in The Orchid Restaurant or will she ever eat chicken noodle soup ever again.

The cook Jordy's report denied that he would have ever done such a thing. He said he would never drop a bandage in anyone's food. He claims that he's known louise for a long time and she never liked him, so he figures she put it in there herself and claims she wanted a free lunch.

The server Amber has been working at the Orchid Restaurant since last summer. She said that Louise comes in everyday for lunch, and orders the same thing, a soup and a sandwich. She saw her spit out the bandage. She has never seen a customer do that before. She thinks that it's the cooks bandage because he always cuts his fingers, and he's always putting bandages on.

The bandage in the soup has caused a lot of questions to the procedure followed in the company. It should be recommended that employers wear gloves for all cooking if

B

something like this ever happens again they should get a free lunch. There should be more polite, responsible employers.

These recommendations will help that nothing falls in any soup again. And if something does they will be polite about the situation. They will also get a free lunch

LEVEL 2

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the issues. In the opening paragraph, the student summarizes the incident and includes a number of relevant points in the correct order (e.g., "She was really disgusted and filed a complaint. She confronted the cook"). However, the student misinterprets some facts (e.g., "he [Jordy] figures she [Ms. Marks] put it [the bandage] in there herself").

Thinking/Inquiry

- The student differentiates facts from opinion with some effectiveness. The student outlines the server's version of events in some detail (e.g., "She [Amber] thinks that it's the cooks bandage because he always cuts his fingers, and he's always putting bandages on"), but omits some relevant points from the cook's account (e.g., does not mention the cook's suggestion that the server may be at fault).

Communication

- The student uses the narrative report structure with some competence. The student's report opens with a concise summary of the customer's description of the incident, followed by supporting paragraphs describing the cook's and the server's statements, and two concluding paragraphs. The recommendations are stated in the second-last paragraph, and then summed up somewhat awkwardly in the final paragraph (e.g., "These recommendations will help that nothing falls in any soup again. And if something does they will be polite about the situation").
- The student selects and uses somewhat appropriate language. The opening is formal and businesslike (e.g., "The purpose of this report is to clarify the facts ..."), and the presentation of the different statements is clear and straightforward. The student's use of the customer's first name is not appropriate, however.

Application

- The student makes and justifies recommendations with some effectiveness. The student's recommendations address both the hygiene issue (e.g., "that employers wear gloves for all cooking") and the customer-satisfaction issue (e.g., "they should get a free lunch. There should be more polite, responsible employers"). However, occasional errors (e.g., use of "employer" for "employee") and the somewhat jumbled and repetitive presentation of the recommendations and justifications detract from their effectiveness.
- The student uses language conventions with some accuracy. However, the student's pronoun references are unclear, and there are a number of errors in spelling and grammar (e.g., "She claimed that she will never be eating in The Orchid Restaraunt or will she ever eat chicken noodle soup ever again").

Comments

This work is representative of a solid level-2 performance. The student demonstrates some degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a fairly effective report that omits some of the relevant facts surrounding the incident.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study to retrieve all relevant information;
- describe more fully the different perspectives of the participants;
- rewrite the recommendations section to clarify the purpose of the recommendations and avoid repetition;
- edit and proofread to clarify pronoun references and eliminate errors in grammar and spelling.

Complaint Letter

To: The Manager of the Orchid Restaurant
From: The Supervisor

The purpose of this report is to probe into the events of May 1st 2002. A very frequent customer Louise Marks ordered soup and a sandwich. To her dismay she discovered a bandage in her soup while eating the soup. Unfortunately she did not discover the bandage until she had spooned it into her mouth. She immediately spit the soup out and went to show her disapproval of the soup.

When interviewed Louise Marks told the questioner that she is a regular customer at the Orchid Resturant. She has known the cook Jordy since high school. Ms. Marks said she only notice the bandage after she had spooned it into her mouth. She confronted the cook immediately and showed her disapproval of his unhygienic practices.

The cook who laddled the soup denied it being his bandage. He said he only uses bandages once in a while. When he was confronted with Ms. Marks he said there is no way that the bandage belonged to him. The cook told Ms. Marks that he keeps a clean kitchen. The cook also said that he thinks the customer was just trying to get a free lunch.

When interveiwed Amber the server replied by saying that she had seen Jordy the cook with a large bandage on his left index finger, in the morning. She said he is always cutting his fingers and she was surprised somebody else had not found a bandage before. She said that Ms. Marks comes to the Orchid for lunch everyday and always orders the same thing. She also noted that Ms. Marks stomped into the kitchen. She said she has never seen a customer do that.

Some recomendations that could be applied are, using gloves if an employee has a cut on their hand. The server could inspect the food before the food is served. If the same thing keeps happening the cook could be replaced. Possibly the cook is too busy and may need assistance from another cook.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates some understanding of the issues. The opening paragraph provides a brief summary of the incident (e.g., "To her dismay she discovered a bandage in her soup ... Unfortunately she did not discover the bandage until she had spooned it into her mouth"). Details are presented sequentially, but the relationship between events is not always clear (e.g., the statement "She has known the cook Jordy since high school" has no relevance in the context in which it is used).

Thinking/Inquiry

- The student differentiates facts from opinion with some effectiveness. The student reports the server's version in some detail, including significant facts (e.g., "When interveiwed Amber the server replied by saying that she had seen Jordy the cook with a large bandage on his left index finger, in the morning"); however, the student neglects to mention the customer's relevant testimony about having seen an open sore on the cook's left index finger. No mention is made of the possibility that the server may be at fault.

Communication

- The student uses the narrative report structure with considerable competence. The student provides an introduction, supporting paragraphs describing the three different versions of the event, and a conclusion. However, the student omits some relevant details (e.g., makes no mention of the cook's discourtesy towards the customer) while repeating other details that are less relevant.
- The student selects and uses language that is appropriate to a considerable degree. The student opens in a businesslike manner and presents the information in straightforward, declarative sentences. However, there are occasional lapses into informal language (e.g., "he said there is no way ..."; "stomped").

HIGH LEVEL 2

Application

- The student makes and justifies recommendations with some effectiveness. The student addresses the issue of hygiene by recommending that employees should wear gloves and that "The server could inspect the food before the food is served". However, the student does not make recommendations to address the issue of customer satisfaction.
- The student uses language conventions with some accuracy. The student writes clearly, although there are a number of errors in punctuation (e.g., omitted commas) and some misspellings (e.g., "laddled", "interveiwed", "recomendations").

Comments

This work is representative of a high level-2 performance. The student demonstrates some degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

The result is a fairly effective report that clearly presents many key facts surrounding the incident but omits any reference to the cook's behaviour towards the customer.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study to retrieve all relevant information;
- describe more fully the different perspectives of the participants;
- include recommendations that relate to customer relations as well as to hygiene practices;
- proofread work to eliminate errors in spelling and punctuation.

A

Report

The reason for this report is to clarify the facts surrounding an incident that happened at The Orchid Restaurant on May 1st 2002. On May 1st of 2002, a frequent customer, Louise Marks, ~~was~~ ordered the lunch special, soup and a sandwich, at The Orchid Restaurant. Louise Marks recieved her regular order, except that there was a bandaid in her soup. Ms. Marks was very upset, she informed the server about the bandage and then proceeded to voice her disgust to the cook who claimed that it was not his bandaid.

When interviewed, the cook denied that it was his bandaid in the customers soup. He said that he hardly ever uses bandaids. The cook said that he has known the customer for a long time, and she never liked him, so he claimed that she was just out for a free lunch. Then the cook told Ms Marks "How stupid do you think I am" and told her to get out of his Kitchen. He thinks that the bandaid came off of Amber's finger and not his.

Amber who served the customer says she has seen things at the restaurant, that aren't exactly hygienic. When asked what kinds of things have happened at the restaurant, she told me that Gordy, the cook, picked up a roll that fell off a plate and served right along side of a salad. Amber also claimed that Gordy is always cutting his fingers, and then he puts on a bunch of bandaids, Once he had a bandaid on every finger. She wasn't surprised that Ms. Marks found a bandaid in her soup. She was surprised that it hasn't happened before.

B

Ms Marks was not charged for the meal, but remains very ~~up~~ upset. Ms Marks has been a good customer, and tipper, for a long time, and the restaurant does not wish to lose her as a customer; it is recommended that she gets a couple ~~of~~ free meals, and special care that another situation does not ever happen again, it would be appropriate for the cook to apologize to Ms Marks and present her with a coupon for a free meal.

The incident does cause questions about how clean the kitchen really is. It is recommended that Gordy takes a refresher course on policies and customer services. It is important to remind the employees to take special care when handling food. The employees must be reminded to wash their hands and make sure all garments including bandaids are secure and will not infect the food.

These recomendations will help make sure that the company keeps its high standards in the restaurant business.

LOW LEVEL 3

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the issues. In the opening paragraph, the student gives an accurate summary of many of the relevant points (e.g., "Ms. Marks was very upset, she informed the server about the bandage and then proceeded to voice her disgust to the cook who claimed that it was not his bandaid"). It is not necessary, however, to state the name of the restaurant and the date of the incident twice in the same paragraph. Details are presented sequentially, and the relationship between events is usually presented clearly; however, the student does not mention the cook's reasons for accusing the server.

Thinking/Inquiry

- The student differentiates facts from opinion with some effectiveness. The student summarizes the three different versions of events and includes many of the relevant facts (e.g., "Amber also claimed that Jordy is always cutting his fingers, and then he puts on a bunch of bandaids"; "[the cook] thinks that the bandaid came off of Amber's finger and not his"). However, the student does not mention the reasons Jordy gave for suspecting Amber. The student also omits two other relevant details: the customer's statement about seeing a sore on the cook's left index finger, and the server's statement about previously seeing a bandage on the same finger.

Communication

- The student uses the narrative report structure with considerable competence. The student includes an introduction, supporting paragraphs outlining the evidence, and two paragraphs of recommendations, one for each issue. The student also uses explanatory and connecting phrases effectively to clarify points in the narrative (e.g., "Amber *who served the customer* says she has seen things at the restaurant, that aren't exactly hygienic. *When asked what kinds of things* ...").
- The student selects and uses language that is appropriate to a considerable degree. The level of language is usually formal and businesslike, with occasional lapses into colloquialism (e.g., "a bunch of bandaids").

Application

- The student makes and justifies recommendations with considerable effectiveness. The recommendations address both the hygiene issue and the customer-relations issue. The student provides a strong justification for recommending that Ms. Marks receive "a couple of free meals and speacial care that another situation does not ever happen again" (i.e., "Ms. Marks has been a good customer, and tipper, for a long time, and the restaurant does not wish to lose her as a customer"). However, the student's reason for recommending that Jordy apologize to Ms. Marks is not made sufficiently clear (i.e., is he to apologize for his rudeness or for his unhygienic practices?).
- The student uses language conventions with considerable accuracy, although there are a number of spelling errors (e.g., "speacial", "recieved", "appologize"). There are also occasional examples of incorrect punctuation and poor word choice (e.g., "The incident does *cause* questions ...").

Comments

This work is representative of a low level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. However, in the Thinking/Inquiry category, the student demonstrates some degree of achievement – i.e., achievement that is more characteristic of level 2.

The result is a well-organized report that omits some relevant facts. The spelling errors detract somewhat from the overall effect of competence.

Next Steps

In order to improve his or her performance, the student needs to:

- review the case study to retrieve all relevant information;
- include more of the information provided by the cook about the server;
- avoid colloquialisms by paraphrasing the language used in the case study;
- carefully proofread work in draft form to correct spelling errors.

A Complaint Report LEVEL 3

To: The Manager, The Orchid Restaurant
From: The Supervisor

The purpose of this report is to clarify the facts surrounding an incident that occurred at the Orchid Restaurant on May 1st, 2002. Louise Marks is a regular customer and on May 1st she ordered chicken soup and a sandwich as usual, but as she started to eat she spooned a bandage into her mouth. In disgust she went into the kitchen and voiced her opinion about almost eating a bandage. When she noticed a cut on the cook's left index finger, she pointed out that he had unhygienic culinary practices. She then spoke to the owner and demanded a rebate for her and her co-workers meal.

When the cook was interviewed to find out who was at fault he claimed it was not his bandage and that it was probable Ambers because she was so upset about losing a customer and her tip. The cook said on May 1st at lunch a lady whom he has known for a long time, came into the kitchen and stated that she had nearly eaten a bandage that was in her chicken soup. The cook, Jordy told the lady that finding a bandage in her soup was not his problem because he kept a clean kitchen and he did not use bandages too much. Jordy then told the lady to get out of his kitchen.

The employee who served the food, Amber, has been working at The Orchid since last summer. Amber stated that the bandage was not the first unhygienic thing that had happened in the restaurant. She said once Jordy picked up a roll that had fallen on the ground and served it along side a salad. She then stated that the cook is always cutting his fingers and slaps on bandages like crazy and when she got to The Orchid that morning she was not surprised to see a huge bandage on his left index finger. She then told us that Ms. Marks goes into The Orchid for lunch every day and orders the soup of the day and a sandwich and that day she did the same thing as always, she took the order back to the cook waited till he ladled the soup into a bowl and then served it to Ms. Marks. She did not realize that anything was wrong until Ms. Marks spit out a huge mouthful of soup and a bandage landed right on the table next to her sandwich. Ms. Marks then hopped up and marched right back into the kitchen. Amber was mad at the cook because Ms. Marks is a great tipper and she knew there would be no tip and that it was not her fault because it was Jordy's bandage.

Ms. Marks was not charged for the meal but she remains upset. As Ms. Marks is a regular customer and the restaurant does not wish to lose business it is recommended that further steps be taken to satisfy her. It would be appropriate for Ms. Marks to receive several coupons for free lunches at The Orchid.

The staff at The Orchid should review company policies and take precautions to make sure no further accidents happen.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the issue. The opening paragraph effectively summarizes the incident (e.g., "In disgust she went into the kitchen and voiced her opinion about almost eating a bandage"). Details are presented sequentially, and the relationship between events is usually clear, although the student inaccurately reports the cook's reasons for claiming it was the server's bandage (e.g., "he claimed ... it was probable Ambers because she was so upset about losing a customer and her tip").

Thinking/Inquiry

- The student differentiates facts from opinion with considerable effectiveness. The student summarizes the three different versions of events and includes most of the relevant facts (e.g., "she [Louise Marks] noticed a cut on the cook's left index finger ..."; "when she [Amber] got to The Orchid that morning she was not surprised to see a huge bandage on his left index finger"). However, the student does not consider the cook's evidence suggesting that the bandage might belong to the server.

Communication

- The student uses the narrative report structure with considerable competence. The student provides an introduction, supporting paragraphs, and two paragraphs of recommendations. The student presents details in a logical manner for the most part, using connecting words and phrases to clarify the sequence of events (e.g., "*When* she noticed"; "She *then* ..."). There is sometimes a tendency to repeat already established facts (e.g., paragraph 1, Ms. Marks's statement: "she ordered chicken soup and a sandwich as usual"; paragraph 3, Amber's statement: "Ms. Marks goes into The Orchid for lunch every day and orders the soup of the day and a sandwich").

LEVEL 3

– The student selects and uses language that is appropriate to a considerable degree. The language is usually formal and businesslike (e.g., "As Ms. Marks is a regular customer and the restaurant does not want to lose business it is recommended that further steps be taken to satisfy her"), although there are some lapses into colloquialism (e.g., "slaps on bandages like crazy ...").

Application

– The student makes and justifies recommendations with considerable effectiveness. The first recommendation clearly addresses the issue of customer satisfaction: "As Ms. Marks is a regular customer ... it is recommended that further steps be taken to satisfy her". The second recommendation indirectly refers to the hygiene issue: "The staff at The Orchid should review company policies and take precautions to make sure no further accidents happen". However, the nature of the precautions is not specified, so the recommendation is somewhat vague.
– The student uses language conventions with considerable accuracy. There are only minor spelling errors (e.g., "it was probable Ambers"). However, expression is not always as clear as it could be, because the student tends to write long, rambling sentences and to omit necessary internal punctuation.

Comments

This work is representative of a solid level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a well-written and effective report, although more explanation is needed in the "recommendations" section.

Next Steps

In order to improve his or her performance, the student needs to:

- avoid colloquialisms by paraphrasing the language used in the case study;
- use the facts from the case study to develop more precise recommendations;
- proofread to shorten and properly punctuate overlong sentences.

A

To: The Manager, The Orchid restaurant
From: The Supervisor

This report will clarify the facts surrounding the incident that happened on May. 1. 2002 at the Orchid restaurant. A day earlier a regular costomar, Mrs. Louise Marks and her co-worker came for lunch. Mrs. Marks ordered the same meal as she does everyday. She ordered a lunch special, soup and sandwich. To her dismay she found a bandage in her soup.

When I interviewed Mrs. Marks she said "I mistook the bandage for a vegetable". Unfortunately she spooned the bandage into her mouth and then spit out the bandage. Mrs. Marks informed the server about the bandage she almost swallowed. She then went to the kitchen where she then informed the cook. The cook claimed his innocence. Then Mrs. Marks observed an open sore on the cooks index finger. She confronted the cook about his unhygienic culinary practices. She then spoke to the manager and demanded a rebate for both meals. She also mentioned that she and her co-worker will not be returning to this resturant in the near future, nor will she be eating soup again.

On May. 1. 2002, at lunch time the cook, mentioned that a lady came into the kitchen and said she found a bandage in her soup. So he says "It's not my problem" cause he keeps his kitchen clean. He also said that he does not use bandages too much. The lady told him about diseases and stuff and how she is not going to pay. He claims to have known the lady for a long time and claims that she never really liked him. He said "She's probably trying to get a free lunch". Then he told her to get out of his kitchen.

B

The server's name is Amber and she has been a server at the Orchid since last summer. Amber admits she has seen things that aren't exactly hygienic around there. She mentions that the cook is always cutting his fingers and using bandages like crazy. Amber says that Mrs. Marks comes every day and orders the lunch special. The cook would pour the soup into the bowl like always.

Some recommendations are that the owner should have a health inspector come in on a regular basis. They should wear gloves in the kitchen when working with the food. They should also wear hairnets along with a white over coat that is washed everyday. It is important that they don't come in with street clothes as the potential for germs is there. They should also hire a janitor to clean the floors every day. And last but not least they should hire staff that is respectful, friendly and puts the costumar first. They should also give Mrs. Marks and her co-worker a free lunch because she is a regular costumar and has never complained in the past.

HIGH LEVEL 3

Teacher's Notes

Knowledge/Understanding

- The student demonstrates considerable understanding of the issues. The opening paragraph concisely describes the incident (e.g., "Ms. Marks ordered the same meal as she does everyday. She ordered a lunch special, soup and a sandwich. To her dismay she found a bandage in her soup"). However, the student's statement that the incident occurred "a day earlier" is confusing, since the date of the incident has just been given as May 1, 2002. Details are mostly presented sequentially, and the relationship between events is usually clear.

Thinking/Inquiry

- The student differentiates facts from opinion with considerable effectiveness. The student summarizes the three different versions of events, and even reports some of the more far-fetched claims (e.g., "He [the cook] claims to have known the lady for a long time and claims that she never really liked him"). The student is careful not to choose any particular version to support. The student includes most of the relevant facts of the incident; however, no reference is made to the cook's evidence that the bandage might have belonged to the server, or to the server's evidence about having seen a bandage on the cook's left index finger before the incident.

Communication

- The student uses the narrative report structure with considerable competence. The report includes an introduction, supporting paragraphs, and a conclusion. Details are presented in a logical order, with connecting words to clarify the sequence (e.g., "Mrs. Marks informed the server ... She *then* went to the kitchen ... She *then* spoke to the manager ..."). The student effectively integrates quotations into the report.
- The student selects and uses language that is appropriate to a considerable degree. The level of language is usually formal and businesslike, though with occasional lapses into colloquialism (e.g., "The lady told him about diseases and stuff").

Application

- The student makes and justifies recommendations with a high degree of effectiveness. The recommendations thoroughly cover both the hygiene issue and the customer-relations issue, focusing on the behaviour of staff in general without targeting a specific individual. The coverage of the hygiene issue is extensive (e.g., health inspections, gloves, hairnets, white coats frequently laundered), but at least one suggestion is not practicable: "It is important that they don't come in with street clothes".
- The student uses language conventions with a high degree of accuracy. However, the student makes occasional spelling errors (e.g., "resturant", "costomar") and uses tenses inconsistently in the narrative paragraphs (e.g., switches from past tense to present tense in paragraph 3).

Comments

This work is representative of a high level-3 performance. The student demonstrates a considerable degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Communication categories of knowledge and skills. However, in the Application category, the student demonstrates a high degree of achievement – i.e., achievement that is more characteristic of level 4.

The result is an effective complaint report. The student presents the facts fairly and does not lay blame on any individual, instead making general recommendations for improving both customer service and the level of cleanliness in the restaurant.

Next Steps

In order to improve his or her performance, the student needs to:

- focus more carefully on the evidence presented in the case study in order to present the various viewpoints as fully as possible;
- avoid use of colloquialisms by paraphrasing the language used in the case study;
- proofread to ensure consistency of verb tenses, and consult a dictionary to ensure correct spelling.

A

TO: The Orchid Restaurant.
From: [redacted], Supervisor

The purpose of this report is to clarify the facts surrounding an incident that occurred at the Orchid Restaurant at 12:00 on May 1st, 2008. On this day Louise Marks, a regular customer, was in the Orchid Restaurant for lunch. Ms. Marks ordered her regular soup of the day and sandwich, and found a bandage in the soup that she thought was a carrot. After she found the bandage, she reported it to Amber the server. She then went back to the kitchen to complain to the cook, Jordy. Ms. Marks is now asking for her money back.

When interviewed, the cook Jordy claims he told Ms. Marks that it wasn't his bandage. He said he told her to get out of the kitchen. Jordy believes that it is Amber's bandage. Jordy also pointed out that he knows Ms. Mark's.

B

According to Amber, a server since last summer, she saw Jordy wearing a bandage on his left index finger before the incident occurred. Amber told of times when she witnessed Jordy put a bun on a plate that dropped on the floor and served it. Amber believes Jordy is responsible. Amber saw Ms. Marks spit the bandage out. Amber also confirmed that Ms. Marks is a regular customer at the Orchid.

I feel that what happened could of been prevented, if only the workers involved could of been more professional and took their job more seriously. I feel badly that this happened to Ms. Marks. We strive to keep a professional atmosphere and to keep customers happy.

LOW LEVEL 4

C

My recommendations are as follows:

1) The Orchid Restaurant should refund Ms. Marks for the cost of her and her co-worker's meal. This is good customer service.

2) We should let Jordy go because of all the complaints that have been filed. We should find another cook. This hasn't been the first time that complaints have been filed about Jordy. Customers have come to me and voiced their concern of Jordy's unprofessionalism. Jordy admitted the way he talked to Ms. Marks was unprofessional. Sometimes Jordy's actions shows he doesn't have good customer service skills.

3) My next recommendation is to send all

D

the staff members to Health and Safety classes. This has been proven in the employee's work that they haven't had enough training on health and safety.

4) I also recommend we do customer service training; or revamp our policies on customer care. The employees at the Orchid Restaurant are inconsiderate and need to learn to conduct themselves in a more professional and respectful way.

In closing, should you wish to meet with me regarding this incident do not hesitate to call me. Thanks.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of the issues. The opening paragraph presents an excellent summary of almost all the relevant points (e.g., "On this day Louise Marks, a regular customer, was in the Orchid Restaurant for lunch. Ms. Marks ordered her regular soup of the day and sandwich, and found a bandage in the soup ..."). The student presents details sequentially and makes the relationship between events clear.

Thinking/Inquiry

- The student differentiates facts from opinion with considerable effectiveness. The student accurately recounts the different versions of the incident (e.g., "Jordy claims he told Ms. Marks that it wasn't his bandage"; "Jordy believes that it is Amber's bandage"; "Amber believes Jordy is responsible"). The student includes almost all the relevant facts, but does not (a) mention that Ms. Marks reported seeing an open cut on the cook's left index finger or (b) state the cook's reason for believing the bandage belonged to the server.

Communication

- The student uses the narrative report structure with a high degree of competence. The student provides a clear introduction and supporting paragraphs, lists the recommendations in numbered order, and concludes by offering to discuss the matter further if necessary. The student presents information in a highly logical manner, using connecting and explanatory words and phrases to clarify details (e.g., "she saw Jordy wearing a bandage on his left index finger *before the incident occurred*"). The student avoids any repetition of the facts.
- The student selects and uses highly appropriate language. The level of language is consistently formal and businesslike (e.g., "I feel badly that this happened to Ms. Marks. We strive to keep a professional atmosphere and to keep customers happy").

Application

- The student makes and justifies recommendations with a high degree of effectiveness. The recommendations, presented in numbered order, address both the hygiene and the customer-relations issues (e.g., compensation for Ms. Marks, health and safety classes for the employees, customer-service training). The student supports all recommendations with reasons (e.g., "The employees at the Orchid Restaurant are inconsiderate and need to learn to conduct themselves in a more professional and respectful way"), although it is inaccurate to say that "The *employees* ... are inconsiderate" when the case study refers only to the cook's lack of consideration. Also, some of the reasons depend on information that is not specifically included in the case study (e.g., the recommendation to fire the cook is justified using invented information from the supervisor's past experience, not from the case study).
- The student uses language conventions with a high degree of accuracy, although there are some examples of awkward syntax (e.g., "Amber ... witnessed Jordy put a bun on a plate that dropped on the floor and served it") and a few other minor errors (e.g., "could of" for "could have"; "took" for "taken").

Comments

This work is representative of a low level-4 performance. The student demonstrates a high degree of achievement of the expectations in the Knowledge/Understanding, Communication, and Application categories of knowledge and skills. However, in the Thinking/Inquiry category, the student demonstrates a considerable degree of achievement – i.e., achievement that is more characteristic of level 3.

The result is an excellent complaint report. Almost all of the relevant facts are presented clearly and succinctly, and the recommendations section is very carefully organized. The student does add some information that is not in the case study.

LOW LEVEL 4

Next Steps

To improve his or her performance, the student needs to:

- adhere strictly to the information provided in the case study about the cook's behaviour;
- proofread work carefully to eliminate minor errors.

A Complaint Report LEVEL 4

A

To: The Manager, The Orchid Restaurant
From: The Supervisor

The purpose of this report is to clarify the facts surrounding an incident that occurred at the "Orchid Restaurant" on May 1st, 2002. Ms Marks, a teller at the bank, came in at noon to have lunch with her friend. On this day Ms Marks ordered the lunch special, soup and a sandwich. As she was eating her soup she found a bandage in her soup, but at first she thought it was a carrot. So when Ms. Marks realized that it was a bandage she spit it out. Immediately she informed her server of the bandage she almost swallowed. Ms. Mark was very upset and proceeded to the kitchen where she told the cook that she was disgusted by the bandage in her soup. She noticed that the cook had an open cut on his left index finger. She claimed that the cook had unhygienic culinary practices

Before Ms. Marks left she informed the owner about her disgust about the bandage in her soup. She demanded a rebate for both her and her friend's lunch meal. She claimed that she will never eat chicken noodle soup again and will never eat at the Orchid Restaurant.

When Jordy the cook was interviewed, he admitted that Ms. Marks had come into the kitchen to complain about the bandage in her soup. Jordy stated that he had a clean kitchen and he didn't use bandages much. The cook thought that Ms. Marks was trying to get out of paying for the lunch. Jordy claimed that the bandage came from Amber because she is always clumsy and had bruises a lot and that's why Ms. Marks found the bandage. The server, Amber, had seen some unhygienic practices at the Orchid Restaurant and she claimed that the cook is always cutting his fingers and wears a lot of bandages. On May 1st 2002 the server explained that she wasn't surprised to see a bandage on his left index finger when she arrived at work.

B

Then later that day she took Ms. Marks' order to the cook and put the soup into her bowl. Later she witnessed Ms. Marks spit out her soup and saw a bandage. Then Ms. Marks went into the kitchen. Amber claimed that it wasn't her fault because the bandage in the soup didn't belong to her.

Since Ms. Marks is a regular customer and the Restaurant doesn't want to lose business it is suggested that steps be taken to please her. It will be appropriate to cover the cost of her lunch and offer her a discount on future meals.

This situation raises questions about how hygienic practices are followed in the Restaurant and how customers are treated. It is recommended that the present cook be fired because he wasn't very patient in dealing with the customer and he didn't use hygienic practice while cooking, which both witnesses claimed. All employees of the Orchid should be retrained in how to have, and keep, a safe work environment. Chefs should wear gloves and hairnets while preparing food so no objects fall into the food. The servers need to be reminded to check the orders to ensure that they are correct and there are no problems. Staff should also receive retraining in how to provide good customer service.

These recommendations will ensure that current customers will continue to be satisfied and attract more customers. It will help The Orchid maintain its standards in the restaurant business and good customer service. This will increase The Orchid's good reputation.

LEVEL 4

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of the issues. The opening paragraph presents an excellent summary of the incident (e.g., "Ms Marks, a teller at the bank, came in at noon to have lunch with her friend. On this day Ms Marks ordered the lunch special, soup and a sandwich. As she was eating her soup she found a bandage in her soup, but at first she thought it was a carrot"). The student presents details sequentially and makes the relationship between events clear. The student makes a minor error in claiming that Ms Marks said she would not eat at the restaurant again, when in fact it was her friend who said this.

Thinking/Inquiry

- The student differentiates facts from opinion with a high degree of effectiveness. The student accurately recounts the different versions of the incident (e.g., "The cook thought that Ms. Marks was trying to get out of paying for the lunch. Jordy claimed that the bandage came from Amber ..."; "she [Amber] claimed that the cook is always cutting his fingers ..."). The student includes all of the relevant facts of the incident, including the customer's claim that the cook had an open cut on his left index finger and the server's statement that she had earlier seen a bandage on the same finger.

Communication

- The student uses the narrative report structure with a high degree of competence. The student provides an introduction, supporting paragraphs, a two-paragraph recommendations section, and a concluding paragraph. The student presents information in a highly logical manner, using connecting and explanatory words and phrases to clarify details (e.g., "On this day ...", "but at first ...", "So when ...", "Immediately she informed her server ...").
- The student selects and uses highly appropriate language. The language is consistently formal and businesslike (e.g., "it is suggested ...", "It will be appropriate ...", "It is recommended that ...").

Application

- The student makes and justifies recommendations with a high degree of effectiveness. The recommendations address both issues of hygiene and issues of customer relations. There are several general recommendations designed to improve the practices of all staff (e.g., "All employees of the Orchid should be retrained ... The servers need to be reminded to check the orders to ensure that they are correct and there are no problems"). However, the student assumes that Jordy is the guilty party, but does not explain why this assumption is made.
- The student uses language conventions with a high degree of accuracy. However, the student's omission of a key word in one sentence could make a difference to the interpretation of the incident (e.g., "she [Amber] took Ms. Marks' order to the cook and put the soup into her bowl" should read "she [Amber] took Ms. Marks' order to the cook and *he* put the soup into her bowl").

Comments

This work is representative of a solid level-4 performance. The student demonstrates a high degree of achievement of the expectations in all four categories of knowledge and skills.

The result is a highly effective complaint report.

Next Steps

In order to improve his or her performance, the student needs to:

- provide more evidence from the case study to support the assumption that the cook is the guilty party;
- proofread work carefully to eliminate minor errors.

To: The Manager, The Orchid
From: The Supervisor

The reason for this report is to explain the facts around a situation that happened at the Orchid on May 1st/02. Just a few days ago, one of our regular customers, Ms. Marks, a bank teller, had come in with a fellow co-worker for lunch. As usual she ordered the lunch special, soup and a sandwich. While enjoying her soup, she scooped up something which looked like a carrot. It turned out to be a bandage, which she spit out onto the table. She informed her server about the bandage. Then she made her way to the kitchen to tell the cook, who then claimed his innocence. Ms. Marks noticed an open sore on the cook's left index finger. She told the cook about how disgusted she was about his unhygienic practices. Before leaving, she told the owner about her situation and wanted the money back that she and her co-worker spent on lunch. She said that her co-worker will not be coming back to The Orchid, and that she herself will never eat chicken soup again.

When interviewed, Jordy the cook admitted that Ms. Marks came into his kitchen and complained about the bandage in her soup. He said that he kept a clean kitchen and he stated that it wasn't his problem. He also mentioned that he didn't use bandages that much. Jordy has known this lady for a long time and feels that she never liked him. He thinks that she was trying to con her way into getting a free lunch. The cook told her to get out of his kitchen. Jordy thought that the bandage could have come from Amber. He stated that she always had bruises and is clumsy and this is probably how Ms. Marks found the bandage in her soup.

The server, Amber, stated that she hasn't always seen hygienic actions while she has been working at The Orchid. Amber explained that the cook is always slicing himself and putting on bandages. One time she saw the cook with bandages on all of his fingers except one. She claims that she wasn't surprised to see that the cook had cut himself again on his left index finger.

Ms. Marks and her co-worker will be receiving their money back for their lunches. The Orchid doesn't want to lose her business and the business of her co-worker. She will receive coupons for free lunches.

The following recommendations should be considered if The Orchid doesn't want to lose any more customers. Jordy's rudeness to Ms. Marks shows that he needs to be reminded about good customer relationships. The employees need training in hygienic practices. Everyone should wear protective gloves and hairnets to make sure that an incident like this does not happen again. There should also be at least one person trained in First Aid. This is just in case someone gets hurt or sick.

These recommendations will help improve the unhygienic and unprofessional practices that have been occurring at The Orchid. They will also help in not losing customers while ensuring that The Orchid keeps its business flowing smoothly while keeping the customers satisfied.

Teacher's Notes

Knowledge/Understanding

- The student demonstrates thorough understanding of the issues. The opening paragraph provides an excellent summary of the incident (e.g., "While enjoying her soup, she scooped up something which looked like a carrot. It turned out to be a bandage, which she spit out onto the table"). The student presents details sequentially and makes the relationship between events clear.

Thinking/Inquiry

- The student differentiates facts from opinion with a high degree of effectiveness. The student accurately recounts the different versions of the incident, while withholding judgement (e.g., "... Jordy the cook admitted that Ms. Marks came into his kitchen and complained about the bandage in her soup"; "Amber explained that the cook is always slicing himself and putting on bandages"). The student includes all the relevant facts.

Communication

- The student uses the narrative report structure with a high degree of competence. The student presents information in a highly logical manner, using connecting and explanatory words and phrases to clarify details (e.g., "*While enjoying* her soup ...", "*It turned out* to be ...", "*Before* leaving ...", "*and this is probably how* Ms. Marks found the bandage in her soup"). The student masterfully avoids any repetition of the facts.
- The student selects and uses highly appropriate language. The level of language is consistently formal and businesslike (e.g., "The Orchid doesn't want to lose her business and the business of her co-worker"; "The following recommendations should be considered ...").

HIGH LEVEL 4

Application

- The student makes and justifies recommendations with a high degree of effectiveness. The recommendations address both the hygiene issue and the customer-relations issue (e.g., rebates and free-lunch coupons for the customers, training for all employees, wearing of protective gloves). The student justifies all recommendations (e.g., "There should also be at least one person trained in First Aid. This is just in case someone gets hurt or gets sick"). The student provides a masterful summary of the recommendations: "These recommendations will help improve the unhygienic and unprofessional practices that have been occurring at The Orchid. They will also help in not losing customers while ensuring that The Orchid keeps its business flowing smoothly while keeping the customers satisfied".
- The student uses language conventions with a high degree of accuracy.

Comments

This work is representative of a high level-4 performance. The student demonstrates masterful achievement of the expectations in all four categories of knowledge and skills.

The result is a superb complaint report. All of the relevant facts are presented in a very clear and concise manner. The student consistently paraphrases all information from the case study.

Next Steps

In order to improve his or her performance, the student needs to:

- reconsider some awkward word choices (e.g., "this *unhealthy* problem");
- review tenses of irregular verbs (e.g., the past tense of "spit" is "spat").

Teacher Package

English Exemplar Task
Grade 11 – Workplace Preparation

Teacher Package

Title: A Complaint Report

Time Requirement: 5 periods of 75 minutes each

Expectations Addressed in the Exemplar Task
This task gives students the opportunity to demonstrate achievement of all or part of each of the following selected expectations from two strands: Literature Studies and Reading, and Writing.

Students will:

1. identify and explain ideas, issues, and information in texts;
2. classify and organize information to suit specific forms and purposes for writing;
3. select and use an appropriate form to produce written work for a specific audience and a specific purpose;
4. select the appropriate person and level of language for a specific form, purpose, and audience;
5. edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Description of the Task
Present the following scenario to students:

In the workplace, employers and employees are often asked to report on events that have occurred on the site. For example, reports are necessary following a customer complaint, a workplace accident, or a conflict between employees. Read the case study provided in Appendix C, and then assume the role of the supervisor in the restaurant. As supervisor, you are required to read the three summaries of the incident, analyse the summaries, and prepare a complaint report for the management. The report must include recommendations for appropriate follow-up action, with supporting reasons. The report must be written in a correct narrative report format.

Final Product
Each student will submit:

- a complaint report of approximately 500 words.

Note: Because the task is based on a case study and no further research is required, students are not asked to submit a bibliography.

Assessment and Evaluation
Use the task-specific rubric* to assess and evaluate the final draft of the complaint report. (You may also wish to assess Appendix D: Fact and Opinion Organizer; however, only the complaint report will be assessed and evaluated as the final product.)

Introduce the rubric to students when you introduce the task. Review the rubric with the students and ensure that each student understands the criteria and the descriptions for achievement at each level. Allow ample time for a thorough reading and discussion of the assessment criteria outlined in the rubric.

Some students may perform below level 1. Although the rubric does not include descriptions of achievement below level 1, the characteristics of these students' work should be reviewed in relation to the criteria outlined in the rubric.

Teacher Instructions

Prior Knowledge and Skills Required
To complete this task, students are expected to have some experience in, or some knowledge and skills related to, the following:

- use of a *case study* as an informational text;
- report format and conventions for writing narrative reports;
- the concepts of *fact* and *opinion*;
- the steps in the writing process: drafting, revising, editing, and proofreading.

Accommodations
Accommodations that are normally provided in the regular classroom for students with special needs should be provided in the administration of this performance task.

Materials and Resources

- dictionaries, thesauri, and/or a computer word-processing program with spell-check

*The rubric is reproduced on pages 122–123 of this document.

Task Instructions

Day 1

- Discuss the performance task and the rubric with the students.
- Explain to the students that their response to the complaint will be written in a narrative report format.
- Discuss the structure of a narrative report with the class, using Appendix A: Narrative Report Structure.
- Conduct a class discussion about complaint reports (e.g., understanding the roles of supervisor and manager; understanding that there are different perspectives on an incident; separating fact and opinion; making and justifying recommendations).

Day 2

- Individually, students read the sample complaint report in Appendix B.
- As a class, students discuss the sample report, focusing on questions such as:
  - Who is writing this report?
  - To whom is it being written?
  - Who are the people involved?
  - What are the facts of the incident? (Students may wish to highlight or underline facts.)
  - How has the incident been interpreted by the individuals involved?
  - What recommendations have been made, and how have they been justified?
- Show the students how to use the rubric to assess the sample complaint report.
- Summarize the findings for the class.

Day 3

- Individually, students read Appendix C: Case Study: Bandage in the Soup.
- In teacher-assigned groups, students discuss the case study to clarify the details of the incident.
- Review Appendix D: Fact and Opinion Organizer with the class.
- Each student completes the organizer, with reference to the case study.
- Remind students that they are writing a report for the management of the restaurant.
- In the role of supervisors, students begin to create their own complaint report, using the narrative report structure outlined in Appendix A as a guide.
- Remind students that they must make and justify recommendations for follow-up actions.

Day 4

- Students complete the first draft of their report.

Day 5

- Introduce Appendix E: Self-Assessment: Narrative Report Checklist.
- Students reflect on their own work, using the checklist as a guide.
- Students proofread and revise their own work.
- Students submit their final copy.

List of Appendices

Appendix A: Narrative Report Structure

Appendix B: Sample Complaint Report: Squeaky Clean Dry Cleaners

Appendix C: Case Study: Bandage in the Soup

Appendix D: Fact and Opinion Organizer

Appendix E: Self-Assessment: Narrative Report Checklist

Appendix A: Narrative Report Structure

1. What is a narrative report?

   A narrative report provides information about an event in the workplace. It also offers recommendations about the findings.

2. When is a narrative report required?

   Following a customer complaint or workplace accident, a narrative report might be required by a supervisor or outside agency.

3. Who writes a narrative report?

   Many people in a workplace might be required to write narrative reports: employees, forepersons, managers, supervisors.

4. How is a narrative report structured and presented?

   A narrative report consists of an introduction, body, and conclusion and is presented in formal, businesslike language using the conventions of standard Canadian English.

Introduction	• states purpose of report • establishes date and time of incident • summarizes the event • identifies the people involved
Body	• organizes information by paragraph • presents facts and details about the event in an objective manner • may include information from other sources (e.g., regulations, workplace standards, laws)
Conclusion	• assesses the event in question • makes recommendations for next steps • justifies recommendations

Appendix B: Sample Complaint Report: Squeaky Clean Dry Cleaners

To: The Manager, Squeaky Clean Dry Cleaners

From: The Supervisor

The purpose of this report is to clarify the facts surrounding an incident that occurred at the Squeaky Clean Dry Cleaners on April 27, 2002. A week earlier, a regular customer, Ms. Citron, had brought her red coat into the cleaners and advised the receptionist that the red buttons on the coat might need special attention. When Ms. Citron returned to pick up her coat, she discovered that the coat itself looked fine, and had retained its original colour, but the red buttons had turned white. Ms. Citron was very upset and has filed a complaint. In her letter of complaint, Ms. Citron stressed that she had warned the receptionist about the buttons and, in any case, the dry cleaner should have known enough to cover the buttons before cleaning the coat. She claimed that the red coat could not be worn with the very prominent white buttons on it, and that she would have to spend time and money finding a replacement set of buttons.

When interviewed, the receptionist admitted that the customer had in fact mentioned the buttons. However, as several of them were loose, the receptionist assumed that this was the problem and noted on the slip that went to the cleaner that the buttons were to be re-sewn if necessary. The receptionist said she was not aware of the fact that the buttons were of a different fabric from the rest of the coat and would not stand up to the chemicals used in the dry-cleaning process.

The employee who cleaned the coat explained that he had no idea that there was anything wrong with the buttons, except that some of them were loose. When asked if he usually took precautions, such as covering buttons before cleaning, he explained that sometimes he did, and sometimes he did not. It depended on whether or not he thought they needed special care. In the case of Ms. Citron's coat, he had given it a quick glance, noticed that the buttons were the same colour as the coat, assumed that they were the same fabric, and proceeded with the cleaning.

Ms. Citron was not charged for the cleaning of her coat, but remains very upset. As Ms. Citron is a regular customer, and the company does not wish to lose business, it is recommended that further steps be taken to satisfy her. It would be appropriate to have the company reimburse Ms. Citron for the replacement buttons and offer her a discount coupon for future cleanings.

The incident does raise questions about how procedures are followed in the company. It is recommended that a short refresher course on company policies and customer service be set up for all employees as soon as possible. It is necessary to remind the receptionists that they need to obtain all details from customers about special requests. The cleaners need to be reminded that they must examine all garments thoroughly before cleaning and that all precautions must be taken to protect the garments.

These recommendations will help ensure that the company maintains its high standards in the dry-cleaning business and its excellent record of good customer relations.

6

Appendix C: Case Study: Bandage in the Soup

The Customer's Letter of Complaint

My name is Louise Marks; I am a regular customer of The Orchid Restaurant. I am a teller at the bank. My co-worker and I go to The Orchid every day at noon to have lunch. In fact, I've known the cook, Jordy, since high school.

On May 1st, 2002, I ordered the lunch special, soup and a sandwich, but to my dismay, I found a bandage in my chicken-noodle soup. I unknowingly mistook the bandage for a carrot. Unfortunately, I realized this only after I spooned the bandage into my mouth. Immediately, I informed my server of the bandage I had almost swallowed. Then, I proceeded to the kitchen where I voiced my disgust to the cook, who claimed his innocence. After observing an open sore on his left index finger, I confronted the cook about his unhygienic culinary practices.

Before leaving, I spoke with the owner about my dismay and demanded a rebate for both of our meals. My co-worker will not be returning to The Orchid in the near future, nor will I be eating chicken-noodle soup ever again.

The Cook's Comments

On May 1st, 2002, at lunch, this lady comes back to the kitchen and says she found a bandage in her soup. So I say, "It's not my problem," 'cause I keep a clean kitchen, and I don't use bandages too much. Then she goes on about disease and stuff, and how she's not going to pay. Well, I've known this lady a long time, and she never liked me, so I figure she's just out to get a free lunch. I said to her, "How stupid do you think I am?" and told her to get out of my kitchen.

Then Amber, the server, gets all uptight about losing a customer, and her tip. She thinks I should apologize, but I start thinking maybe it's her bandage, 'cause she's a bit clumsy and always has bruises and stuff. That's what probably happened. It must have been Amber's bandage, not mine.

The Server's Perspective

My name is Amber and I've been a server at The Orchid since last summer. I have to admit that I've seen some things that aren't exactly hygienic around here. Everybody's done stuff that's bad – like the time Jordy picked up a roll that fell off a plate and served it right alongside a salad. Actually, I'm surprised this is the first time a bandage has been found – the cook is always cutting his fingers and, of course, he slaps bandages on like crazy. Once, every finger except one had a bandage on it. You'd think he'd be more careful, but his fingers just get in the way. So today I wasn't surprised to see a huge bandage on his left index finger when I got here.

Ms. Marks comes in every day for lunch, and almost every day she orders the same thing: soup of the day and a sandwich. Anyway, I took the order back to the cook and he ladled the soup into her bowl, just like always. I didn't pay too much attention to her after that until I saw her spit a huge mouthful of soup out. A bandage landed right on the table next to her sandwich.

She hopped up and stomped right into the kitchen. I've never seen a customer do that. I knew there'd be no tip for me, and Ms. Marks is a great tipper, so I was a bit mad at the cook. It's not my fault; after all, he's the one who lost his bandage in the soup.

Appendix D: Fact and Opinion Organizer

Use this chart to help you identify the facts and opinions in each person's summary.

Remember that the Narrative Report relies on **facts** to present a clear and accurate analysis of the incident.

Individual	Facts	Opinions
Customer (Louise Marks)		
Cook (Jordy)		
Server (Amber)		

8

Appendix E: Self-Assessment: Narrative Report Checklist

	Yes/No	Comments
My introduction states the purpose of the report.		
I have included the date and the time of the incident.		
I have summarized the event.		
I have identified the people involved.		
I have organized the information in this report in paragraphs.		
I have presented only the facts of the case and not my own opinions.		
My conclusions are based only on the facts.		
I recommend next steps to improve the situation in the restaurant.		
I have justified my recommendations.		
I have used appropriate language.		
My information is clear, accurate, and logical.		
The spelling in my report is accurate. (Watch for missing letters, apostrophes, word endings, and homonyms.)		
The sentence structure in my report is correct. (Watch for run-on sentences and sentence fragments.)		
The punctuation in my report is correct. (Check use of periods, capital letters, commas, and semi-colons.)		

The Ministry of Education wishes to acknowledge the contributions of the many individuals, groups, and organizations that participated in the development and refinement of this resource document.

Printed on recycled paper

ISBN 0-7794-4247-4

02-124

© Queen's Printer for Ontario, 2003